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A Literacy-Based Approach to Second Language Reading: Using Reading Journals in Collegiate Beginning-Level German Instruction

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To Robyn,

for her grace, courage, and perseverance.

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A Literacy-Based Approach to Second Language Reading: Using Reading Journals in Collegiate Beginning-Level German Instruction

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In second language (L2) reading research, the impact and feasibility of reading linguistically and culturally unmodified texts with novice language learners has been largely underexplored. Some studies, however, have shown that reading unabridged texts with learners enhances their reading comprehension more than does reading shorter texts from a textbook (Maxim, 2002, 2006). This dissertation explores how, through engaging with authentic foreign language (FL) texts, beginning L2 learners develop L2 reading comprehension abilities and cultural understandings.

To investigate beginning learners' FL reading development, a reading journal (RJ) task was developed that asked students to read two thematically related texts representing different genres. In each of three RJs, 56 second-semester collegiate L2 German learners were evaluated on their ability to use textual evidence for text comparison and identification of each text's readership(s). Data analysis triangulated students' quantitative and qualitative pre- and post-treatment questionnaire responses

with their RJ scores to address two research questions: (1) how students' reading abilities developed while working with guided reading journals, and (2) how students' understanding of culture and cultural learning changed during the semester.

Repeated measures analyses of variance (ANOVAs) were used to look for relationships between scores, instructional time, and text type. Text and instructional time were found to be statistically significant with regard to students' reading comprehension. Learners' ability to use textual evidence in their comparisons and in identifying texts' readerships was also statistically significant, though those abilities developed only minimally. Finally, learners expanded their understanding of culture to include more items pertaining to cultural values and perspectives, while altering their understanding of cultural learning to include reading as a way of exploring FL cultures.

These results suggest that a literacy-based approach to L2 reading using unabridged texts integrated within an intact language course can prompt changes in students' reading comprehension and understanding of culture. Implications for beginning FL instruction are discussed, particularly the need for approaches to beginning reading that support development in learners' reading abilities and understanding of culture and cultural learning, and that better prepare students for more advanced language instruction.

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CHAPTER 1: INTRODUCTION

INTRODUCTION TO THE STUDY

Developing foreign language (FL) students' ability to think critically about cultures—both the one(s) they are learning as well as their own—has been advocated as a key objective of collegiate FL instruction in North America (MLA Ad Hoc Committee on Foreign Languages, 2007). One way to help learners achieve this goal, many have suggested (Koda, 2010; Maxim, 2006; Swaffar & Arens, 2005), is through instruction that asks them to comprehend and analyze unmodified FL texts, texts much like those that they might encounter in the daily life of the target culture. Yet disparate approaches to reading in lower- and upper-level curricula point to different educational objectives and outcomes. In first-year instruction, second language (L2) learners tend to read short, linguistically and culturally simplified texts and are asked to demonstrate their comprehension of a text's contents, while in more advanced instruction, they are expected to critically analyze longer, more complicated texts, often having had little experience with textual analysis in the first year (Maxim, 2006). These incongruent approaches to reading deprive beginning students of opportunities to work with unmodified FL texts in more structured environments before being asked to critically analyze longer texts in upper-level instruction.

To further complicate the issue, learners' expectations for reading L2 texts have been colored by those disparate instructional approaches. Post-reading activities in first-year instruction that test learners' comprehension of textual content encourage the

common student assumption that they will understand most or all of a text's language. Additionally, beginning students are rarely asked to move beyond textual content, or to point to textual evidence as proof for how a text establishes and furthers cultural values, judgments, and attitudes. In terms of learning and development, an approach to beginning L2 reading that focuses solely on comprehension does little for students who, in further language instruction, will be asked to analyze a text for cultural messages that lie beyond its content. The stark contrast between these two approaches creates developmental issues for L2 learners and contradicts professional goals to help students at all levels work with texts.

Learning to read in a foreign language means not only learning to comprehend the language of texts, but also to understand the contexts of their production and reception. It also means learning to see how readers' own cultural context impacts the way they comprehend and interpret a text. The links between texts and their production and between text and reader have been explored within several scholarly fields, and have made their way into foreign language pedagogy via Kern (2000), who has written about the way that texts reflect, propagate, and sometimes contradict cultural values, and Swaffar & Arens (2005), who have developed structured assignments that allow students to identify the cultural values in texts and compare them with their own.

This dissertation addresses the instructional inconsistency between lower- and upper-division courses' approaches to reading FL texts. Defining *text* as "a group of entities used as signs, which are selected, arranged, and intended by an author in a certain context to convey a specific meaning to an audience" (Gracia, 1995, p. 4), this

dissertation argues that texts can be used to examine cultural perspectives at all levels of the curriculum. Through a classroom study of 56 beginning L2 learners of German, the project examines students' reading development and perceptions of culture and cultural learning as they work with unabridged and unsimplified texts through a guided task called a *reading journal*, adapted from Swaffar & Arens' (2005) précis task. Through the reading journal, learners document their comprehension of and critical engagement with unmodified German-language texts, as they briefly summarize each one and use textual evidence (i.e., quotations they find within each text) to compare two separate texts' content, topic treatment, and audience. By interacting with texts from other cultures through the reading journal, students can begin to view both texts and cultures as dynamic, sometimes conflicting entities. This study does not view learners' cultural 'outsiderness' as something to overcome, but rather as a tool for critically distancing themselves from their own and others' reactions to a text and its cultural context(s).

RESEARCH QUESTIONS

Two main research questions were developed to understand the experiences of beginning L2 readers in engaging with texts typically reserved for more advanced language instruction. The first research question is as follows:

> **Research Question 1:** How do students develop in their reading abilities through work with guided reading assignments?

Understanding the linguistic, cognitive, and social factors that contribute to L2 reading comprehension is important in predicting the feasibility in beginning language instruction

of using text materials and analytical reading tasks typically found in more advanced coursework.

The second research question addresses changes in students' understanding of culture and of cultural learning through guided reading of FL texts:

> **Research Question 2:** How do students' understanding of culture and their perspectives of cultural learning change as they engage with FL texts through guided reading assignments over one semester?

To examine the relationship between reading and students' understanding of culture and cultural learning, the data analysis in Chapter 4 examines student perspectives as expressed on pre- and post-study questionnaires and focuses on changes in learners' understanding of culture and their perceptions of cultural learning. This analysis also provides insight into the relationship between students' understanding of culture and their experiences of working with unabridged FL texts through structured reading journal assignments.

TO MODIFY OR NOT TO MODIFY: THE VALUE OF TEXTS IN FL LEARNING

Though instructional materials often intend to help students learn to read in an FL, the way these materials approach reading is sometimes more of a hindrance than a help when it comes to preparing students for further language study. Studies that have examined L2 textbooks across multiple languages (Brown, 2009; Gilmore, 2004, 2007; Kluge, 2003; Shook, 1996) reveal that beginning-level texts tend to be linguistically and culturally simplified. Such texts are typically followed by questions that test students'

comprehension of textual content and that personalize the topic for students via in-class oral discussions of the reading (Levine, 2012b; Shook, 1996; Swaffar & Arens, 2005). To be fair, post-reading comprehension questions that encourage discussion and assess students' comprehension of a text can serve valid pedagogical purposes—they can test whether students understood particular points in a text that instructors consider to be important for the lesson, and can provide opportunities for written and oral communication. Yet this approach tends to be the dominant one, according to the above studies, and limiting beginning students to this kind of reading approach may deprive them of opportunities to discover aspects of the FL culture that can only be accessed through textual analysis and through gaining critical distance from one's own point of view. Moreover, the frequent and exclusive use of comprehension-based reading activities furthers students' expectation that they are merely responsible for understanding a text's content, not for discovering the world evoked through the text (Kern & Schultz, 2005).

Although beginning FL learners may possess admittedly limited knowledge of the language(s) and culture(s) they study, exclusively using abridged or linguistically altered texts in the FL classroom can present a number of linguistic, cultural, and cognitive disadvantages. When texts are simplified, L2 learners miss an important opportunity to see language as proficient speakers use it in real-life contexts. Similarly, cultural points of view in texts may be lost when language learners interact with readings that are adapted for lower proficiency levels (Shook, 1997). From a curricular perspective, when beginning learners spend the first year working only with short, simplified texts, they

receive neither the necessary time nor the structured environment in which to develop strategies for comprehending and analyzing more linguistically and culturally complex texts in further coursework (Maxim, 2002, 2006).

Nonetheless, FL educators often have compelling reasons for excluding unaltered materials not targeted at L2 learners[1] from the beginning language classroom. Among the most frequently cited issues for not using original texts are their linguistic complexity relative to beginning students' proficiency, understood here in terms of varied vocabulary and syntax (Bahrani & Soltani, 2012; Devitt, 1997), and complex morphological and writing systems (Alderson & Urquhart, 1984; Koda, 2005). From an instructor's point of view, locating appropriate materials and developing tasks that help FL learners comprehend and engage with those texts in a meaningful way can require time-intensive labor.

Additionally, instructors may be concerned that students' backgrounds and cultural knowledge are not expansive enough to read texts containing a great deal of unfamiliar cultural references (Byram & Grundy, 2003; Reynolds, Taylor, Steffensen, Shirey, & Anderson, 1982). A case that illustrates how the inaccurate application or absence of appropriate cultural knowledge can impact L2 reading is Bernhardt's (1984) comparison of a late beginning and an advanced L2 learner's interpretation of Heinrich

[1] This dissertation deliberately avoids the term *authentic materials*. The term evokes a value judgment and an implicit assumption that some materials are superior to others. However, any text, whether modified or unmodified, can be useful for accomplishing various learning objectives. The goal of this project is to provide students with a structured environment in which they can learn to deal with linguistically and culturally undiluted texts in preparation for further coursework (specifically, in this institution's second-year course and beyond).

Böll's post-WWII short story *Mein teures Bein*. Each student read the following excerpt in German (the translation is Bernhardt's):[2]

> They gave me a chance. They sent me a card saying I should come to the board and I went to the board. At the board they were very nice. They took my card and said: "Hm." I also said: "Hm." "Which leg?" asked the official. "Right." "Entirely?" "Entirely." "Hm," he said again. Then he looked through some papers. I was allowed to sit down. Finally the man found what seemed to be the right paper. He said: "I think there's something here for you. A nice circumstance. You can sit during it. Shoe shiner in a public lavatory on the federal square. How would that be?" "I can't shine shoes. I've always been obviously bad at shining shoes." (Böll, 1977, p. 49)

Upon reading this excerpt in the original German, the advanced student, who had just returned from a year in Germany, hypothesized that this excerpt told the story of a man who was about to be drafted but was making excuses to avoid joining the military. This student had met several people during his year abroad who had attempted to dodge compulsory military service in Germany. The learner's background knowledge about life in Germany, while authentically based on his own experiences there, informed his inaccurate interpretation of the story of a soldier newly returned home from WWII who had lost a leg and was desperate for a job. In contrast, another student who had just completed his second year of German study read the narrative as a joke, not understanding why working as a shoe shiner in a lavatory was a true opportunity for the

[2] Böll's original text: Sie haben mir jetzt eine Chance gegeben. Sie haben mir eine Karte geschrieben, ich soll zum Amt kommen, und ich bin zum Amt gegangen. Auf dem Amt waren sie sehr nett. Sie nahmen meine Karteikarte und sagten: "Hm", und ich sagte auch: "Hm". "Welches Bein?", fragte der Beamte. "Rechts." "Ganz?" "Ganz." "Hm", machte er wieder. Dann durchsuchte er verschiedene Zettel. Ich durfte mich setzen. Endlich fand der Mann einen Zettel, der ihm der richtige zu sein schien. Er sagte: "Ich denke, hier ist etwas für Sie. Eine nette Sache. Sie können dabei sitzen. Schuhputzer in einer Bedürfnisanstalt auf dem Platz der Republik. Wie wäre das?" "Ich kann nicht Schuhe putzen. Ich bin immer schon aufgefallen wegen schlechten Schuhputzens."

man in the story. Like many beginning L2 learners, this student lacked relevant background knowledge that could have been used to interpret the story. As Bernhardt points out:

> For readers with appropriate background knowledge on the writings of Böll, on living conditions in post-war Germany, with prior information on the treatment and plight of returning German soldiers, or with the literary acumen to interpret the text in a more existential fashion, the passage is extremely moving and of superb literary quality. For the reader unaware of these factors, the passage is a trivial anecdote at best—one hardly worth reading. (Bernhardt, 1984, p. 326)

Bernhardt's point becomes all the more significant when one considers that Böll's text contains unmodified language that is accessible for beginning learners. Following this, L2 learners at all levels may inaccurately fill in gaps in their understanding of the text with their own background and cultural knowledge, creating 'mismatches' between the author's intended meaning and their own experiences (Bernhardt, 1986). Böll's texts are often included in lower-division L2 German courses because of their perceived linguistic simplicity, but Bernhardt's example points to the need in teaching L2 learners from the very beginning how to appropriately use background and cultural knowledge to aid their reading comprehension, and how to base their understanding of a text in its language. The more often students have the chance to practice such an ability, it has been argued (Swaffar & Arens, 2005; Swaffar, Arens, & Byrnes, 1991), the more independent they will be as L2 readers in helping themselves understand and interpret texts.

Many FL educators recognize the linguistic and cultural benefits of including unabridged texts in FL instruction, from poetry to entire novels (Bernhardt & Berkemeyer, 1988; Devitt, 1997; Garcia, 1991; Gilmore, 2004; Herron & Seay, 1991;

Maxim, 2002, 2006; Mousavi & Iravani, 2012; Swaffar, 1985; Swaffar & Arens, 2005). By working with longer, unsimplified texts, for example, FL readers may become familiar with an author's expectations through repetition, elaboration, and structural elements such as cohesive structures, lexico-grammatical patterns, cognates, and syntactical variation (Day & Bamford, 1998; Martino & Block, 1992; Swaffar & Arens, 2005). Honeyfield (1977), perhaps the earliest critic of simplified texts, has also suggested that simplification processes such as paraphrasing and limiting vocabulary deprive students of the chance to see language in a more realistic form and to develop strategies for using context clues to determine meanings of unfamiliar words.

Despite the demonstrated benefits of using longer texts in FL instruction (Day & Bamford, 1998), only a few studies have shown how beginning learners interact with such materials. For example, Maxim (2002, 2006) investigated the feasibility of in-class reading of extended discourse in a first-semester collegiate L2 German course. He found that students in the treatment group, who had read a translated American romance novel over the course of a semester, not only achieved similar scores on regular chapter exams, but also saw greater improvement in their reading comprehension than the comparison group, who had read shorter, more topically varied FL texts from their textbook. Maxim's findings support the idea that L2 students' linguistic and cultural development is not impeded by reading unabridged L2 materials targeted at proficient audiences. Indeed, students in the treatment group were able to develop reading strategies and identify the cultural values that motivated different characters' behavior within a literary text—opportunities for textual analysis that their peers in the control group did not receive.

In a related study of first-year college L2 French students with only twelve hours of instruction, Gascoigne (2002) found that beginning learners were able to comprehend an unabridged 200- to 300-word French text from an introductory French textbook on the word, sentential, and supra-sentential levels. Specifically, they could comprehend its main idea as well as some of its details, as evidenced in a recall task where learners reconstructed the text as best they could in English from memory. Given that learners typically read texts of 40-50 words in length at this level, this study, which drew on a considerably longer text at an early stage, challenges the assumption that short texts are the only feasible reading option for beginning learners.[3] Gascoigne's findings add to the body of L2 reading research by suggesting that even in early instruction and even with limited language knowledge, beginning learners can recall a great amount of textual information, including the main idea and textual details.

The two studies by Maxim and Gascoigne point to abilities among collegiate beginning L2 learners in comprehending various text types meant for proficient users of the target language. While Gascoigne's study offers evidence that learners at a very early stage of FL instruction can read for both global and sentence-level understanding, Maxim's study shows that beginning learners can do more than respond to questions about the content of a text; they are able to question the validity and norms of that

[3] From the few studies that have investigated the topic, text length appears to have little effect on FL students' overall reading comprehension. Jalilehvand (2012) found in a study of Iranian EFL high school students that having a picture with a text aided reading comprehension more than did reading a shorter text. Her findings support those of Mehrpour & Riazi (2004) who found no statistically significant effects of text length on reading comprehension among Iranian university-age EFL learners. Because text length is linked to a number of other text- and reader-related factors that influence reading comprehension, such results should be regarded with caution.

content, too. The studies also support arguments that reading FL texts can foster cultural and language learning (Grabe & Stoller, 1997; Horst, 2005; O'Donnell, 2009) and L2 writing abilities (Tsang, 1996).

The concept of FL literacy has garnered a great deal of attention in world language teaching practices since the early 1990s (Byrnes & Kord, 2002; Cazden, Cope, Fairclough, and Gee, 1996; Cope & Kalantzis, 2000; Kern, 2000; Kern & Schultz, 2005; Swaffar & Arens, 2005). In first language (L1) contexts, traditional notions of literacy are defined as the ability to read and write in an academic setting. Within FL education, the construct has acquired a host of additional names and nuances with the terms *cross-cultural literacy* (Kramsch & Nolden, 1994), *multiple literacies* or *multiliteracies* (Byrnes, 2010; Byrnes & Kord, 2002; Cazden et al., 1996; German, 2011; Swaffar & Arens, 2005), *foreign cultural literacy* (Berman, 1997), *pluralistic literacy* (Mueller, 1991), and *critical literacy* (Flower, 1990). These terms are discussed in more detail in Chapter 2. Common goals of literacy-based instruction are to increase students' awareness of the relationship between texts and their contexts, to help them understand how their own cultural context(s) reflect on their understanding of other cultures (Kern, 2000), and to "mediate the comprehension or expression of meanings outside their immediate experience" through language (Swaffar, et al., 1991, p. 2). Literacy-based approaches transform traditional L2 reading pedagogies that focus primarily on assessing reading comprehension to encompass cultural, historical, and political circumstances surrounding textual production and the role language plays in the process.

SIGNIFICANT IDEOLOGICAL SHIFTS AFFECTING FL INSTRUCTION

This section looks at three interconnected ideological shifts in reading research and educational paradigms that have motivated this project. It first examines the profession's move toward affording cultural learning a central role within FL learning and teaching. Next, it considers to what extent this change has impacted how texts are used in FL instruction. Finally, the section concludes with a discussion regarding trends in L2 learning research that examine reading through the lens of FL literacy.

THE EVOLVING ROLE OF CULTURE IN FL INSTRUCTION

One of the more current models of culture in FL education, and one that reflects current debates in the profession, is the 2006 ACTFL *Standards for Foreign Language Learning*, a response to the U.S. Department of Education's mandate to establish common values and learning outcomes for all core subject areas (National Standards in Foreign Language Education Project, 2006).[4] The Cultures standard, of primary concern for this project, defines culture as the three elements of *products*, *practices*, and *perspectives*. These three pillars capture the dynamism of culture and its permeation in many aspects of human interaction. Referred to as the "3 Ps," they represent an interconnected understanding of cultural knowledge: a culture's products and practices reflect its perspectives, or the values and judgments that motivate and shape the creation and propagation of the more visible parts of culture. The task of foreign language

[4] Five main goals comprise the National Standards for Foreign Language Learning (hereafter, the *Standards*): Communication, Cultures, Connections, Comparisons, and Communities (Project, 2006).

education, according to the Cultures standard, is to help students identify the perspectives that lie behind the products and practices of both their own and the target culture(s) (National Standards in Foreign Language Education Project, 2006). The 3Ps framework is useful for a number of reasons: (1) it breaks culture down into 'teachable' parts, (2) it allows for discussion of national cultures as well as the subcultures that exist within national political boundaries, and (3) it captures the dynamism of individuals as well as groups. For these reasons, this dissertation adopts the 3Ps as its definition of culture, and will later examine whether students' understanding of culture changes during a semester in which they read unaltered texts.

The role of culture in FL instruction has changed dramatically over the past ten years, and came sharply into focus again in 2007 with the release of the Modern Language Association's call for addressing the language/culture gap in collegiate language instruction. The report argued that the language-literature dichotomy that exists in many modern language departments propagated an outdated assumption that language learning must precede cultural learning. The committee recommended streamlining language and culture/literature study into continuous stages within a FL program to eliminate this divide. The ultimate goal of FL instruction, according to the report, should be to develop students' *translingual and transcultural competence*, the ability to operate between one's own and the target language and culture. Instead of reaching for the

impossible goal of nativeness in their linguistic and cultural knowledge,[5] FL students learn to conceive of themselves as occupants of a space between their own and the target culture. In developing their translinguistic and transcultural competence, FL users should learn to:

> function as informed and capable interlocutors with educated native speakers in the target language. They are also trained to reflect on the world and themselves through the lens of another language and culture. They learn to comprehend speakers of the target language as members of foreign societies and to grasp themselves … as members of a society that is foreign to others. (MLA Ad Hoc Committee on Foreign Languages, 2007, p. 3-4)

Such an assertion necessarily changes the very essence of lower-level FL instruction and shifts the pedagogical focus to language as a semiotic system and a means for establishing and reinforcing cultural perspectives.

The transcultural and translingual competence that the MLA Report refers to is among a host of new terms in the field that question the nature, objectives, and outcomes of cultural learning. Some related terms, such *as cultural competence* (Schulz, LaLande, Dykstra-Pruim, Zimmer-Loew, & James, 2005) focus on the understanding of another culture on its own terms. Others, such as *intercultural competence*, *cross-cultural competence*, and *multicultural competence* (Kramsch, 1998), emphasize the ability to understand and navigate multiple cultures and to exist in a 'third space' between them (Kramsch, 2009; Rutherford, 1990). With the rise of Communicative Language Teaching in the late 1980s and 1990s, other terms, such as *intercultural communicative competence*

[5] For an eloquent position paper on why students and teachers should abandon nativeness as a goal for language learning and embrace the value of being a non-native speaker, see Kramsch (1997).

(Byram, 1997) and *cross-cultural communicative competence* (Byrnes, 1991), blended communicative abilities with culture, looking at a learner's ability to communicate in and with people from another culture. Additional terminologies avoid the term 'competence' altogether, as it conjures up notions of Chomsky's universal grammar, and implies that knowledge is a rigid category rather than a spectrum. For example, Schulz & Ganz (2010) refer to *intercultural awareness* and *intercultural understanding*, which denote an ability to notice and to explain cultural phenomena, respectively. Each of these terms is affiliated with different scholars and research trends, but all are anchored in holistic learning. Instead of the four-skills paradigm that has dominated instructional approaches in the two-tiered system, these terms involve both comprehension and production of the foreign language and its cultural products, practices, and perspectives across multiple modalities.

This dissertation explores the claim that, even at elementary stages, students can use their nascent command of an L2 to access its culture(s) and enhance their reading abilities through engaging with texts that they may not ordinarily encounter until later in their FL studies. The research design rests on scholarship (Swaffar & Arens, 2005; Wallace, 2003) that suggests that beginning L2 learners can enhance their understanding of a text by learning to identify its content and its context. Consequently, this dissertation suggests that one component of FL literacy is the ability to analyze the messages and implications of FL texts for different audiences, a skill that can carry beyond the language classroom into personal and professional realms.

Shifts in FL Teaching Materials and New Approaches to Reading and Culture

Studies of first-year FL textbooks reveal that beginning-level reading tasks tend to be limited to short texts, dialogues, film excerpts, or paragraphs, often with vocabulary glosses. Furthermore, these texts are often accompanied by cultural notations in the margins that unintentionally trivialize the FL culture (Gilmore, 2004; Kluge, 2003; Kramsch & McConnell-Ginet, 1992; Maxim, 2002, 2006). By presenting a normalized view of foreign cultures, textbooks even at the beginning level undermine a program's larger goals in exposing learners to foreign cultures at all levels of instruction. Moreover, use of such textbooks underestimates students' abilities, especially given recent reports of learners' success with unabridged, longer materials (Gascoigne, 2002; Ketchum, 2006; Maxim, 2002, 2006). Simple comprehension questions typically found in beginning-level textbooks also fail to reflect the active processes between reader and text (Adams, 1990; Swaffar, 1988).

The role of textbooks in cultural learning and FL reading development is much contested. Reflecting the popularity of communicative approaches to language teaching with their emphasis on orality (Byrnes, 2006; Kern & Schultz, 2005), current lower-level language textbooks tend to marginalize working with FL texts in favor of developing students' interpersonal listening and speaking skills (Kern, 2000; Kern & Schultz, 2005; Maxim, 2006). This point is best observed in the common follow-up activity to textbook reading passages where class discussion tends to focus on students' personal opinions and only tangentially relates to the texts' content. Emphasizing learners' personal points of view, though a valuable pedagogical practice, can fail to provide the variety of cultural

perspectives and viewpoints that emerge through engaging with multiple FL text materials. In developing literacy in another language, learners must be able to access and analyze different types of media through multiple modalities to learn about the richness and multifaceted nature of languages and cultures. The scope of that goal has emerged in concert with pedagogical research and changing definitions of culture itself, as will be discussed in the next two sections.

FOREGROUNDING LITERACY IN FL READING RESEARCH

The linguistic and cognitive processes L2 readers draw on as they read are only partially understood, despite extensive research on L1 reading comprehension (Cain, Oakhill, & Lemmon, 2004; Kintsch, 1998; Perfetti, 1994). While the extent to which these same processes contribute to L2 reading is unclear, some similarities between L1 and L2 reading are presumed to exist. The work of Kintsch & van Dijk (1978; 1983), perhaps the most influential model of L1 reading comprehension, explains the reading process as consisting of several different simultaneous processes involving knowledge of syntax and semantics, activation of background knowledge, memory, and mental organizing of information into macro- and microstructures. Their psychological model suggests that reading, at least in the L1, is neither additive nor linear.

While Kintsch & van Dijk's process model of reading comprehension is useful for explaining L1 reading, L2 researchers have raised serious questions about the degree to which findings about reading in the L2 apply to reading in the L1 (Bernhardt, 2005; Kern, 1994). L1 and L2 reading both rely on knowledge of print conventions and fundamentals of the text's grammar and vocabulary, but it remains to be established how

(or how usefully) L1 literacy abilities transfer to L2 reading. Specifically, L2 reading researchers have yet to discover exactly how much vocabulary knowledge must be automatic, how much memory must be free to distinguish between a text's main ideas and its details, and how much background knowledge learners require to make inferences about the cultural references and genres of FL texts. Admittedly, these are difficult items to measure and may differ between individual readers as well. Furthermore, these factors may interact with and compensate for one another, as some models of L2 reading suggest (Bernhardt, 2005).

Several studies on L2 reading have addressed the relationship between L1 and L2 reading abilities as well as Alderson & Urquhart's (1984) classic question of whether reading is in essence a language problem or a reading problem. In a study of L1 English speakers learning Spanish, Bernhardt & Kamil (1995) found that 20% of L2 reading comprehension can be attributed to L1 reading abilities, such as vocabulary knowledge and familiarity with alphabetic conventions, text structure, and sentence configuration, and approximately 30% to L2 knowledge of vocabulary, cognates, and, to a very small degree (estimated at about 3%), to syntax. The remaining 50% is still undetermined, but may consist of factors that are even more difficult to measure than L2 knowledge, such as motivation, affect, cultural knowledge, and background knowledge.

In a review on reading research ten years after her 1995 study with Kamil, Bernhardt (2005) concludes that the field still has not identified the factors contributing to the other 50% of L2 reading comprehension:

> The question is not *if* language and literacy skills transfer. The question is *how much transfers*, under *what conditions*, and *in which contexts*. The question is *not* one of identifying a linguistic threshold. It is one of clarifying the relationship of linguistic knowledge to literacy knowledge to individual/idiosyncratic knowledge. (2005, p. 138, italics in original)

Bernhardt suggests that these findings hold for all syllabic languages. Moreover, she suggests, any model of L2 reading must consider elements and influences beyond vocabulary and grammar, such as familiarity with the topic at hand, cultural knowledge, and knowledge of generic conventions.

For the purposes of this project, being literate in an FL means the following: (1) the ability to participate in discourses around texts (in written, visual, and oral forms) and to exchange points of view, which necessitates L2 linguistic knowledge (Kern, 2000; Kern & Schultz, 2005); (2) an awareness of how an interlocutor's own culture influences his or her understanding of cultures and their artifacts, including but not limited to texts (Kramsch, 2009; Kramsch, et al., 1996; Kramsch & Nolden, 1994); and (3) the ability to support claims about cultural artifacts with evidence (Swaffar & Arens, 2005). FL classroom practices that target these aspects of literacy can provide learners with opportunities for evaluating their own responses to and understandings of cultural artifacts, as well as those artifacts' position(s) within their cultural, historical, political, and social contexts.

OVERVIEW OF THE STUDY

To investigate beginning students' experiences in reading unabridged texts, a classroom-based study was conducted in which 56 collegiate second-semester (late

novice/early intermediate) L2 German learners read three sets of two thematically related German-language texts, then completed a guided reading journal assignment (RJ) to compare the content, delivery, and audience of each set of texts. This study explores whether reading unmodified texts in a second-semester L2 German class leads to development in learners' reading comprehension abilities and their expanded perceptions of culture and cultural learning. Through analysis of the students' RJ assignments and pre- and post-treatment questionnaire responses in regards to reading ability and intercultural learning, this study investigates how beginning L2 learners engage with German language texts and how they develop their literacy in a second language.

OUTLINE OF DISSERTATION

The dissertation begins with an overview of the literature on L2 reading and student conceptualizations of culture in Chapter 2 in order to identify key insights these fields have developed. Discussion here identifies gaps in the research on beginning- and intermediate-level FL reading. Chapter 3 outlines the methodology of the cross-sectional classroom study performed in fall 2012 and includes overviews of classroom procedures and materials, data collection instruments, and methods for data analysis. Chapter 4 presents analysis of the data (i.e., student reading journals and responses on pre- and post-study student questionnaires) to answer the two main research questions posed in the current chapter. Finally, Chapter 5 concludes the study with pedagogical implications for FL instruction and broader educational objectives, limitations of the study, and recommendations for future research. Through analysis of students' work and

questionnaire responses, the dissertation seeks to show how students' understanding of culture and perceptions of cultural learning change as they work with FL texts through structured reading assignments. In carrying out this project, I hope to add to the existing research in support of using unaltered L2 texts and guided reading tasks in the beginning FL classroom and to provide further insight into beginning learners' experiences when engaging with these materials.

CHAPTER 2: REVIEW OF RELATED RESEARCH

INTRODUCTION

Chapter 2 expands upon the terrain laid out in Chapter 1 and reviews major research findings on L2 reading development, attitude changes toward culture, and literacy-based approaches to L2 reading. The studies presented here address a range of languages (mostly Indo-Germanic), not just German.

This chapter first discusses the major differences between L1 and L2 reading, examining the linguistic and cognitive processes that contribute to reading comprehension in each language, and how those processes relate to each other. Research on reading strategies, cultural knowledge, and background knowledge also provides insight into aspects of reading not directly tied to language.

The second section discusses student attitudes toward culture and cultural learning. Recent studies have begun to examine changes in learners' attitudes as they engage with new instructional approaches or move through an FL program. Given the FL classroom's unique environment for discovering one's own cultural identity as well as learning more about culture in general (Kramsch, 2009), measuring attitude changes during a semester with a new pedagogical approach may offer relevant perspectives on unexpected developments in student learning.

In the third section, FL reading is examined through the lens of literacy-based instruction. This section argues that reading and learners' understanding of culture find a meeting point in literacy, more specifically, in learners' engagement with written texts to understand the values and perspectives of another culture. Through reading FL texts, it is

suggested, novice language learners can reflect on the target culture as well as their own culture(s).

L2 READING COMPREHENSION

L1 VS. L2 READING: CRITICAL DIFFERENCES

Much of what scholars originally thought about L2 reading stems from L1 reading research in cognitive psychology conducted in the 1960s and 1970s. This branch of inquiry sought to explain the process (or processes) through which reading comprehension occurs (Adams & Collins, 1977; Anderson, Reynolds, Schallert, & Goetz, 1977; Goodman, 1967, 1968; Gough, 1972; Kintsch & van Dijk, 1978; van Dijk & Kintsch, 1983). From L1 scholarship came two major approaches to reading: a top-down model whereby readers compare their hypotheses about the text's content against their own hypothesis about what comes next in the text (Goodman, 1967, 1968), and a bottom-up model that highlights the importance of automaticity in reading, suggesting that comprehension happens when readers process letters, syllables, words, sentences, and paragraphs very rapidly, mentally connecting each concept as they read along (Gough, 1972). What were once seen as two contrasting approaches are now regarded as complementary in L1 and L2 reading research. Scholars generally agree that readers use top-down and bottom-up strategies in L1 and L2, though the success of that usage may differ between individuals (Bernhardt, 2011; Stanovich, 1980).

The circumstances in which L1 and L2 readers learn to read differ significantly, and must also be considered when planning reading instruction, especially the amount of linguistic knowledge and prior experience with the L2. By the time L1 readers learn to

read, typically as children, they have had extensive oral and aural experience in at least one language. They also possess a substantial lexicon and an implicit sense of L1 phonology, syntax, and morphology (Ipek, 2009; Odlin, 2003). By contrast, when L2 learners first read, they are typically older, lack oral experience with the L2, and are learning to produce and process the L2 in all four modalities simultaneously. Additionally, this learning often takes place in a classroom setting with readers who are already fully literate in their L1. Learners' L1 knowledge and experience can both help and hinder comprehension, depending on the linguistic distance—the morphological, orthographical, lexical, phonological, and syntactical relatedness—between learners' L1 and L2, as well as on learners' ability to strategically apply their L1 literacy abilities to L2 reading (van Gelderen et al., 2004). Because L1 and L2 learning take place in such different ways, beginning learners need additional linguistic and strategic support while learning to read in the L2.

Furthermore, non-linguistic factors such as cultural knowledge, background knowledge, and strategy use can impact an L2 learner's reading comprehension. While L1 readers tend to have a wide range of cultural experiences associated with their L1, L2 readers are often unfamiliar with the culture(s) associated with the target language. L2 learners typically also do not engage with the target culture on a daily basis outside of the classroom, as they do with their L1 culture. While they have more world experiences than L1 readers do, L2 readers usually require strategies for using their world knowledge to accurately understand FL texts (Koda, 2005). Cultural and background knowledge may be areas in which beginning L2 learners require additional help from instructors, whether

that means assistance in activating their background knowledge or explicit teaching of the information students need to make sense of L2 texts.

The L1-L2 relationship, especially the extent to which L1 reading abilities serve as a predictor for L2 reading comprehension, has become a major research focus with the growing popularity of research into individual learner differences in FL learning. Most of the studies in this area (Durgunoglu, Nagy, & Hancio, 1993; Koda, 1989, 2005; van Gelderen et al., 2004) have attempted to determine whether L1 or L2 factors are more important in determining how much an L2 reader can comprehend from a text. Koda's (1989) study of learners with diverse L1 backgrounds learning L2 Japanese examined whether familiarity with the type of writing system impacted reading task performance. Her study showed that readers who lacked experience with non-alphabetic scripts performed more poorly on reading tasks than those whose L1 orthography was related to Japanese. These findings were echoed in a follow-up study performed on L2 English learners of Japanese nearly fifteen years later (Koda, 2005). In a study of L1 Spanish speakers learning English, Durgunoglu, Nagy, & Hancio (1993) determined that L1 phonemic awareness and word recognition positively correlate with word recognition during L2 reading. The researchers found that Spanish phonological awareness and word recognition were strong predictors of English word recognition, but that neither Spanish nor English oral proficiency correlated with English word recognition. Another study by Verhoeven (1994) of 98 L1 Turkish-speaking children learning Dutch as an L2 revealed that transferring L1 abilities to the L2 sometimes requires explicit strategy instruction. He found that such an approach is especially helpful in teaching students how to transfer

pragmatic knowledge, L1 reading abilities, and phonemic awareness to L2 reading. In combination, these studies display the numerous areas in which L2 learners may require assistance when using their L1 linguistic and strategic knowledge to aid their L2 reading.

In more recent years, scholars have attempted to address which areas of transfer are the most difficult for students to overcome, and which are the greatest predictors of L2 reading abilities. In an examination of L1-L2 transfer, Van Gelderen et al. (2004) conducted a longitudinal study of 281 L1 Dutch, L2 English students in grades 8 through 10 to examine the contribution of processing speed (automaticity), linguistic knowledge (grammar and vocabulary), and metacognitive knowledge (reading strategies) to both L1 and L2 reading abilities. Timed word- and sentence-recognition tasks as well as questionnaires about metacognitive strategies were used. Results showed that L1 reading ability was the most significant predictor of L2 reading ability, followed closely by L2 word knowledge and, to a lesser degree, metacognitive strategies. Processing speed was not found to be a strong determiner of either L1 or L2 reading comprehension. Though this study thoroughly examined the relationship between reading comprehension and L1 and L2 language knowledge, background and cultural knowledge were not considered as potential predictors in L2 reading comprehension, factors that other empirical studies have pointed to as contributing to text comprehension and lexical inferencing (Aleptekin, 2006; Erten & Razi, 2009).

In a meta-analysis of 59 studies on L2 reading, Jeon & Yamashita (2014) also looked for the biggest predictor of L2 reading abilities. They determined that L2 grammar knowledge, L2 vocabulary knowledge, L2 decoding, and L1 reading ability were most

strongly correlated with L2 reading ability. While the analysis provides a rich picture of L2 reading comprehension, the authors exclude background and cultural knowledge, purpose for reading, text-related factors such as length and difficulty, and affective factors such as motivation from their analysis, noting that the reporting for these factors among the studies reviewed was inconsistent and not of adequate quality for their own analysis. However, other studies have pointed to background and cultural knowledge as major predictors of lexical inferencing abilities and overall text comprehension (Carrell, 1984; Steffenson, Joag-Dev, & Anderson, 1979).

Bernhardt (1991) also examined major predictors of L2 reading comprehension. She found that in a group of beginning L2 learners of Spanish, L2 reading comprehension correlated positively with word recognition and readers' familiarity with the writing system, but not with processing speed. Additionally, complicated syntax interfered with comprehension, but simplified syntax did not necessarily aid L2 readers or simplify textual meaning. Bernhardt's most important finding by far, and in contrast to Jeon and Yamashita's (2014) meta-study of 59 studies, was the statistical significance of the relationship between background knowledge and L2 reading comprehension: when students knew more about the text's topic, their recall protocols received higher scores. However, Bernhardt noted that when students relied on inaccurate background knowledge while reading, as illustrated in the Heinrich Böll story recall discussed in Chapter 1, their recall scores were considerably lower.

In fairness to each of these studies, acknowledging all of the factors that contribute to L2 reading comprehension is extremely complicated both in terms of

methodology and data analysis. After all, the reading process is largely invisible to the observer. Yet it is nonetheless important to understand how diverse factors impact and interact with one another in the text comprehension process.

THE COMPENSATORY MODEL OF READING COMPREHENSION

In an effort to recognize the complex and individual nature of L2 reading, some models conceptualize it as a process that is both top-down and bottom-up. Such models also organize reading abilities hierarchically in a way that allows stronger skills to compensate for weaker ones (Bernhardt, 2005, 2011; Stanovich, 1980, 2000). Bernhardt's (2005, 2011) compensatory model, for example, suggests that weak word recognition abilities may be supplemented by a reader's background knowledge about a text's topic, or that strong L1 reading abilities (such as inferencing words from context or the use of particular reading strategies) may partially offset an L2 reader's lack in syntactical parsing abilities. Most importantly, Bernhardt's model suggests that linguistic, cognitive, and social processes of L2 reading are not mutually exclusive, though they may contribute to reading comprehension in different ways.

The compensatory model is learner-centered in its acknowledgement of individual differences in reading abilities (e.g., word recognition, syntactical parsing, background knowledge, L1 reading ability, strategy use, etc.). It permits different ways for L2 readers to derive meaning from a text, any or all of which may be considered 'correct,' depending upon the interpretive community (Fish, 1980). Although individual differences make reading ability difficult to predict, the compensatory model is more in tune with the current trend in holistic, learner-centered learning environments where individual

differences and ways of interpreting spoken and written language are seen as acceptable and even more desirable than adhering to one model of a successful L2 learner (Ortega, 2013). Furthermore, the compensatory model has been expanded to reflect different proficiency levels; McNeil (2012), for example, suggests that readers with lower L2 proficiency may rely less on strategic and more on metalinguistic knowledge than readers at higher proficiency levels. Less linguistically proficient readers may also rely more on background knowledge and inferencing abilities than more advanced learners, as some studies have suggested (Hammadou, 1991; Johnson, 1982).

This dissertation defines L2 reading as a series of linguistic and cognitive subprocesses in which a person engages to comprehend and analyze a text (Grabe, 2009). Text comprehension results from various reading abilities interacting with and complementing each other. Thus, reading is viewed here also as a social process that happens in specific political, ideological, cultural, and social circumstances. Finally, reading is understood here as an inherently critical interaction between reader and text (Iser, 1978; Wallace, 2003). The result of reading is not merely text comprehension or the phonological production of words on a page; rather, the primary outcome of reading, when a reader truly engages with a text, is a change in the reader's knowledge—of the L2 itself, of the topic, of the author, or of the reader him/herself (Hudson, 2007).

COMPONENTS OF READING COMPREHENSION

A number of scholars have attempted to break down the reading process into components that fit into a hierarchy of skills to understand whether some abilities can or must be learned before others (Hudson, 2007; Kintsch, 1998; Koda, 2005; Rayner &

Pollatsek, 1989). Each of these skills is complex in its own right, and interacts with other skills at various points in the reading process, though not in a consistent or continuous manner (Grabe, 2009). Furthermore, each model of L2 reading defines and classifies skills somewhat differently, but almost all models agree that certain skills must precede others; for example, a reader must be able to recognize certain words in a text before he or she can begin to construct a mental model of the text (Hudson, 2007).

Understanding which skills must precede others is especially important for a project that investigates reading among beginning L2 learners. Lower-level processes include:

(1) *word recognition*, which includes orthographic processing (Cunningham, Perry, & Stanovich, 2001), phonological processing (Hulme, Snowling, Caravolas, & Carroll, 2005), and morphological processing (Kuo & Anderson, 2008; Rayner & Pollatsek, 1989);

(2) *syntactic parsing*, i.e., integrating the meanings of words and knowing their relationships with one another based on L2 syntax and morphology;

(3) *encoding of semantic propositions*, "propositions" defined as "small packets of information linked together in a meaningful unit" such as a prepositional phrase or noun phrase (Kintsch, 1998), and

(4) *working (short-term) memory*, which is responsible for the integration of lower- and higher-level skills.

It should be noted that the classification of these processes as 'lower-level' does not denote them as less important than higher-level processes. Rather, the distinction pertains

to the expected order of text processing: lower-levels processes typically happen before upper-level processes can occur.

In contrast to lower-level processes, which rely on word- and sentence-level comprehension, higher-level processes require comprehension at the supra-sentential level. Higher-level processes include but are not limited to:

(1) *text-model formation*, in which a mental network of ideas is established based on a reader's comprehension of the text's propositions (Grabe, 2009; Kintsch & van Dijk, 1978);

(2) *situation-model building*, in which readers build their own interpretation of a text based on other texts they have read in the same genre, their ability to relate to the character, and other affective factors (Grabe, 2009); and

(3) *executive control processes*, whereby readers set reading goals, monitor their progress in meeting those goals, monitor their comprehension, and apply reading strategies (Grabe, 2009).

The reading journal designed for this project was created with the development of low- and high-level processing abilities in mind, and based on practical suggestions from Swaffar, et al. (1991) and Swaffar & Arens (2005), who have suggested that students can develop multiple levels of reading comprehension in FL instruction. Learners can be asked to read in various ways to glean certain information from the text. For example, they can use higher-level abilities to summarize a text's main idea and to make hypotheses about its audience and lower-level abilities to read for specific details on the

word and sentence level that could support a short argument about how texts treat particular topics. Beginning L2 readers in particular may require extra direction from the teacher during the phases where they are asked to recognize textual details, specifically relating to the type and topic of words to be found. Instruction that asks students to read texts in these different ways can help relieve the cognitive burden that beginning L2 readers often encounter when engaging with L2 texts and help students focus on the information they do understand from a text to make informed arguments about its content and its implications.

L2 Language Proficiency and L2 Reading Comprehension

An understanding of L2 grammar and vocabulary is a necessary factor in L2 reading comprehension. Language proficiency interacts with a number of factors in reading comprehension but is itself comprised of several areas, including syntax, phonological awareness, and vocabulary. Several of the studies discussed above address the importance of both L1 and L2 language knowledge in L2 reading comprehension (Jeon & Yamashita, 2014; van Gelderen et al., 2004; Verhoeven, 1994), but the amount of language knowledge required for L2 reading has yet to be determined, and may even differ between languages.

Two major theories have attempted to determine the minimum amount of knowledge L2 readers require to function in a language. The first, known as the Language Threshold Hypothesis, suggests that L2 learners need a specific amount of language knowledge in order to comprehend written or spoken language in the L2 (Coady, 1979; Cummins, 1979, 1991). However, some students, even at very low levels

of L2 proficiency, can still demonstrate a surprising amount of comprehension in recall tasks based on unabridged texts (Gascoigne, 2002). The second, the Language Interdependence Hypothesis, suggests that bottom-up and top-down processing occur in L2 reading regardless of L2 proficiency and that L1 reading abilities transfer to L2 reading (Clarke, 1978, 1980). The problem with such a model is that while some studies have noted that L1 reading ability is a major predictor of L2 reading (Verhoeven, 1994), other studies have found that it is not always the greatest predictive factor (Jeon & Yamashita, 2014) and that the contribution of L1 reading abilities may vary with learners' L2 proficiency levels (McNeil, 2012).

Yamashita (2002a) explored the relationship between L2 proficiency and L1 reading ability in a study of 241 Japanese university students learning English as an FL. In an attempt to provide evidence for the compensatory nature of reading, she aimed to explore whether and to what extent each of these factors compensates for the other. Her students read four 300-word passages, two in Japanese and two in English, on differences between Western and Japanese culture. They then took a fill-in-the-gap test (similar to a cloze test, but designed to test reading comprehension based on vocabulary relating to the passage and cohesive devices) and a multiple-choice test. Students' L2 proficiency was measured using the TOEFL. Using a multiple regression analysis, she concluded that L2 reading ability relies more on L2 language proficiency than on L1 reading ability. She also noted that a 1% increase in L2 proficiency resulted in a 1.07% increase in L2 reading ability (as measured by the test scores), while a 1% increase in L1 reading ability resulted in only a 0.22% increase in L2 reading ability. When students were divided into groups

according to their L1 reading ability and L2 proficiency, Yamashita found that high L1 reading ability compensated more for low L2 proficiency in students who were just beginning to learn English. While Yamashita's method of testing L2 reading comprehension is more rigid than recall protocols and puts great emphasis on understanding what the researcher saw as important parts of the texts, her results are nonetheless relevant. They provide direct evidence for reading as a compensatory process, at least in terms of these two factors, and they reveal that, while L2 proficiency plays a major role in determining L2 reading abilities, L2 reading comprehension does not solely rely on language knowledge.

L2 language knowledge is vital to reading comprehension, yet, as Yamashita's study demonstrates, proficiency alone does not determine how well a reader will understand a text. L2 proficiency is augmented by a number of other factors, including background knowledge, cultural knowledge, and strategic knowledge to contribute to a reader's overall comprehension of a text. A primary aim of this study is to argue for developing students' higher-level comprehension processes, which is not typically done in lower-level FL courses due to the assumption that lack of L2 proficiency hinders reading ability.

COGNITION: READING STRATEGIES AND L2 READING COMPREHENSION

The studies described so far in this chapter have primarily examined the contributions of L2 proficiency and L2 reading ability to L2 reading comprehension. But cognitive factors such as reading strategies, background knowledge, cultural knowledge,

motivation, and affect also interact with linguistic factors and L1 reading abilities to result in text comprehension.

The effects of explicit strategy instruction on learners' reading comprehension have been examined extensively in L2 reading research (Carrell, 1989; Graham, 2004; Kern, 1988, 1989; Shook, 1997; Yamashita, 2002b). During the 1970s and 1980s, research on the use of reading strategies differentiated between so-called 'good' and 'poor' readers. It was assumed that good readers knew about and actively applied specific L1 strategies when reading an L2 text, such as looking for the main idea, making predictions about what would happen next in a text, and selectively skipping over unfamiliar lexical items. Weaker readers, in contrast, were understood to lack awareness of L1 reading strategies that could be applied to L2 reading (Hosenfeld, 1977, 1984). Today, the focus has shifted from distinguishing between good/poor and successful/unsuccessful readers to identifying how L2 learners use various strategies in reading comprehension, whether those strategies can be taught, and whether they aid L2 reading (Akkakoson, 2013; Carrell, 1998; Urlaub, 2012; Yamashita, 2002b).

Affect and motivation have also long been considered important factors in L2 learning. For example, Krashen and Terrell's (1983) notion of the *affective filter,* an emotional barrier of anxiety and self-consciousness that can prevent adults from engaging with the L2, has received a great deal of attention from L2 researchers, but has been criticized as something difficult to measure, although teachers intuitively know it exists (Gregg, 1984; McLaughlin, 1987). Other researchers including Horwitz, Horwitz, and Cope (1986) have developed scales such as the Foreign Language Classroom Anxiety

Scale (FLCAS) for measuring students' anxiety toward language learning. Horwitz's team suggested that language learning anxiety is caused by poor language learning, not vice versa (Horwitz & Young, 1991). To examine differences between general FL anxiety and FL reading anxiety, Saito, Garza, and Horwitz (1999) administered the original FLCAS and the Foreign Language Reading Anxiety Scale (FLRAS) to 30 first-semester French, Russian, and Japanese classes and found that 59% of the variance between students' scores on the two scales was unaccounted for, indicating that reading anxiety may be separate from general foreign language learning anxiety. They found that both unfamiliar writing systems and cultural material were anxiety-inducing for beginning students, and that more than one quarter of the students reported translating word-for-word during FL reading. The researchers suggested that explicit teaching of reading strategies may be one way to reduce students' anxiety.

Learners enter an L2 classroom with a great deal of background knowledge and world experiences—for example, what it is like to have friends, eat at a restaurant, or travel in a big city—but they may lack familiarity with a specific cultural group's norms and customs, e.g., how to become friends with those in another cultural group, how to appropriately (or inappropriately) interact with restaurant staff, or which side of the street to walk on. Background knowledge and cultural knowledge are two distinct terms and stem from separate sources. Background knowledge involves experiential or world knowledge, i.e., knowledge that learners gain from engaging with people and collecting experiences in their lives (Urquhart & Weir, 1998). Students acquire this type of knowledge mostly from their experiences in their daily lives before entering the language

classroom. Related to background knowledge, *cultural knowledge* is understood as information about a specific cultural or social group—about their practices, products, or perspectives (Koda, 2005). Learners gain cultural knowledge, which refers to the specific L2 culture(s) being taught in conjunction with the language, mostly through L2 instruction, especially in cases where students are enrolled in a language class and may be not using their L2 on a regular basis outside of instruction (Alderson, 2000; Urquhart & Weir, 1998).

A number of studies have found that background knowledge aids L2 learners' reading comprehension. While reading comprehension tends to be operationalized in recall tasks[6], researchers have measured background knowledge in various ways, from assuming its *a priori* existence (Johnson, 1982), to using interviews to find out how much learners knew about the topic at hand (Chen & Donin, 1997) to having readers self-report their familiarity with a topic by ranking texts (Hammadou, 1991). There is currently no standard way to measure background knowledge, and each method of doing so has drawbacks. The following studies demonstrate the important connection between background knowledge as it relates to L2 reading, in particular to language proficiency and text comprehension.

As it pertains to L2 proficiency, background knowledge can help even students with low-level proficiency comprehend and remember a text. To explore this

[6] Recall tasks are a popular way of testing reading comprehension, because they can be easily administered. They are often used to look at the connection between reading comprehension and background and/or cultural knowledge, but have also been used to look at other higher-level comprehension processes. For more on recall tasks, see Mackey & Gass (2005).

relationship, Hammadou (1991) studied students in first- and fourth-semester L2 French and Italian courses. She sought to investigate (1) whether L2 learners better recalled texts on topics that they reported were familiar to them, and (2) whether more proficient readers better recalled texts on topics that they reported knowing little about. Students in each class read three unabridged articles of 175-285 words from major newspapers in their respective L2, wrote a recall in English of each text, and then ranked the articles based on the amount of their background knowledge on the topic. Learners' recalls were scored based on the number of accurate propositions they remembered from the text; inferences were also identified and rated for their logic (or lack thereof). Her findings showed a strong correlation between L2 proficiency and readers' ability to reconstruct the newspaper articles. Given the importance of L2 proficiency in L2 reading (Jeon & Yamashita, 2014), it is unsurprising that Hammadou identified linguistic ability as a strong predictor of reading comprehension for students in all four classes. However, she also noted that self-reported familiarity with a topic did not necessarily correlate with students' recall scores. She thus concluded that self-reported background knowledge on a topic may not always be accurate, as demonstrated by one student who reported having a great deal of background knowledge about AIDS but read an entire article (and wrote her entire recall) without realizing that it was about that topic. Hammadou noted that while self-reported topic familiarity did not correlate with students' recall scores, the relationship between background knowledge and text comprehension did arise in the recalls written by the beginning students in French and Italian. They made more inferences about the texts, which Hammadou theorized as an attempt to compensate for

gaps in their L2 proficiency. Finally, beginning students who reported familiarity with a topic did not necessarily recall it more accurately than advanced students who were unfamiliar with it. Hammadou's study further illustrates the challenge of measuring various aspects of reading comprehension, including background knowledge, as that process is invisible to the outsider.

In a study of L1 Chinese- and L2 English-speaking graduate students in biology and engineering, Chen and Donin (1997) examined whether topic familiarity correlated with both L1 and L2 reading comprehension. It was assumed that students had high background knowledge for a text's topic that was within their field of study (either biology or engineering). The researchers found that background knowledge had little to do with students' comprehension of L1 texts; readers could recall information in their L1 very well, regardless of their familiarity with the topic. However, when students were divided into L2 proficiency groups, readers with low L2 proficiency and high background knowledge achieved comparable scores to those with high L2 proficiency and low background knowledge, similar to Hammadou's study. Also similar to Hammadou's learners, Chen and Donin's subjects read only expository texts. However, students may read narrative texts differently than expository ones, given that narratives create their own framework for understanding their content (Kintsch & van Dijk, 1978). Importantly, Chen & Donin also note that their results contradict Clarke's (1980) short-circuit hypothesis, the idea that readers resort to low-level processing when they have low L2 proficiency. In their study, less proficient learners tended to use their background knowledge to offset their low L2 proficiency. Similar to Chen & Donin, later studies by

Alexander, Kulikowich, and Jetton (1994) and Long, Johns, and Morris (2006) also showed positive effects of background knowledge for L2 readers of specialist texts; readers who had background knowledge about a specialized topic were better able to recount textual information in a recall task. However, background knowledge appears to have little impact on readers' comprehension of non-specialist texts (Clapham, 1996; Hale, 1988).

While the above studies primarily address the question of whether background knowledge helps less proficient readers comprehend texts, other studies point out the importance of activating and accessing accurate background knowledge. In her large-scale study of L2 learners of Spanish, Bernhardt (1991) pointed out that while background knowledge is an important part of contextualizing a text's language, the manner in which readers access it may hinder comprehension, and the activation of inaccurate background knowledge may lead to incorrect inferencing, as it did in Hammadou's study. So-called 'weak' readers may do this more than 'strong' readers, as suggested by Rapp, van den Broek, McMaster, Kendeou, and Espin (2007). If accurate background knowledge is activated—for example, through reading texts that deal with other topics being addressed in the course, or by reading texts that share topics with each other—then even beginning learners may be able to comprehend texts that are linguistically complex.

As the above studies show, background knowledge plays a vital role in L2 reading—it can aid a reader's mental organization of a text and can sometimes compensate for low L2 proficiency. But cultural knowledge—knowledge about an L2

culture's products, practices, and perspectives—contributes to L2 reading comprehension as well.

The relationship between reading and cultural knowledge was first investigated in several large studies on L1 reading in the 1970s and 1980s. In general, researchers found that readers with extensive knowledge of a culture—usually a culture with which they had first-hand experiences—had a better mental framework for comprehending and recalling information from that culture's texts (Schank & Abelson, 1979; Steffenson et al., 1979). The most widely cited study in this area is that of Steffenson, Joag-Dev, and Anderson (Steffenson et al., 1979), who explored whether L1 readers used cultural schemata to organize and recall information they had read in a text. In their study, one group of Indians and one group of Americans were asked to read two letters about a wedding—one American and one Indian—and then complete a recall task to see which details they remembered and emphasized, and to what extent they commented on implied cultural information about each text. Both American and Indian readers were better at recalling the details from their own culture's letter. When readers used their background knowledge and experience with weddings to understand the letter they read, their recall task contained fewer macropropositions (main ideas) and less misremembered information. Although all study participants were native speakers of English, the study highlights the importance of readers' cultural knowledge in providing a conceptual framework for storing textual information during the reading process and accurately retrieving it later. The findings of Steffenson, et al. (1979) show that background and cultural knowledge are not mutually exclusive and that both influence how much

information a reader can recall from a text as well as how a reader interprets the text within a particular cultural framework.[7]

Studying this phenomenon in L2 readers just a few years after Steffenson, et al. (1979) explored the role of cultural knowledge in L1 reading, Johnson (1981) investigated 46 Iranian intermediate/advanced ESL students who were relatively low-performing on the vocabulary portion of the Comprehensive English Language Test. Half of the students read two unadapted stories in English, one from Iranian folklore and one from American folklore. The other half read the same stories in simplified English. After reading the texts, the students completed a multiple choice reading comprehension test that measured their comprehension of explicit and implicit information in the stories. The same recall questions were given to native English-speaking students. Both native and non-native English speakers also wrote prompted recalls on each text. Johnson's findings revealed that for ESL students, the cultural origin of the story better predicted reading comprehension than did the text's syntactic or semantic complexity. For native speakers, syntactic and semantic complexity did matter; they better understood the unabridged stories and the one based on American folklore. Furthermore, readers better recalled top-level and middle-level propositions (see Kintsch, 1978) when the story was of their cultural origin. There were no significant differences in the recall of bottom-level propositions (e.g., in word-level processing) when the text was from the other culture.

[7] Systemic Functional Linguistics, a subfield of applied linguistics, views genre as a framework within culture. This framework for understanding texts may offer another explanation of why the readers in Steffenson & Joag-Dev's study recalled different information from each letter. For more on genre as a cultural frame for interpreting texts, see Martin & Rose (2008).

Most interestingly, similar to the students in Hammadou's study, the ESL learners seemed to compensate for their lack of vocabulary and syntax knowledge with cultural knowledge, regardless of whether they read the adapted or unadapted texts. Johnson's findings shed light on how L2 learners interact with culturally unfamiliar narrative texts, but do little to illuminate the question of how they work with culturally unfamiliar expository texts.

In a similar study one year later, Johnson (1982) followed 72 advanced ESL university students as they read an expository passage about Halloween, which they had recently experienced. The study aimed to examine whether prior cultural experience had an effect on reading comprehension and the learning of culturally related but unfamiliar vocabulary. Before reading the passage, learners studied meanings of pre-selected vocabulary words and located them in the text. After reading the Halloween text, students wrote a prompted recall. Echoing the results from her 1981 study, Johnson found again that cultural knowledge, gained here from first-hand cultural experiences, aided learners' comprehension of information in the passage that they already knew. Taken together, both of these studies imply that cultural knowledge is a major contributor to reading comprehension for L2 learners regardless of text type (narrative vs. expository), and that in some cases, learners can even compensate for low language proficiency with cultural knowledge, especially when that knowledge is gained through experience.

Lacking the cultural information required to read in an L2 can lead learners to misunderstand or misinterpret a text (Bernhardt, 1986; Erten & Razi, 2009). However, more recently, scholars have suggested that being a cultural outsider and lacking the

appropriate cultural knowledge may not always be a disadvantage, and that it may be useful to shift the focus of cultural instruction to teaching learners to use their diverse cultural standpoints in critical, productive ways (Kramsch, 2009). Having an outsider's perspective gives learners a potentially useful point of view from which to gain new insights into cultural assumptions and practices in their own culture as well as the target culture (Kramsch, 2009; Wallace, 2003). When, through instruction, L2 users learn to identify the assumptions that a text's author makes about their reader's membership in particular social and cultural groups, they can analyze texts for mistakes, inconsistencies, and fallacies and become aware of gaps in their own knowledge about the target culture (Iser, 1978; Wallace, 2002, 2003).

L2 Learners' Comprehension of Narrative And Expository Texts

Yet different texts and text types are intended for particular audiences, and learners must engage with those differences through reading a variety of FL texts. Including a variety of text types in beginning L2 reading instruction can help learners become familiar with how different genres function in other cultures, at the same time deepening their understanding of the relationship between texts and cultures. The two macro-genres proposed by Grabe (2002) and Weaver & Kintsch (1991) distinguish themselves from one another primarily through their communicative purpose and rhetorical devices. Narrative texts, as mentioned above, aim primarily to tell a story set in a specific place and time (Grabe, 2002; Graesser, Golding, & Long, 1991). Consequently, narratives also recount sequences of causally related events and usually involve plot and character development (Larsen, 1984). In contrast to narratives, the primary

communicative purpose of expository texts is to inform. Their communication strategies differ from those of narratives, in that expository texts contain more elaboration, explanation, and definitions (Larsen, 1984). Given the varying purposes of these two macro-genres, juxtaposing them in language instruction might prove useful to students in terms of learning what to expect from different types of texts and how to approach each type.

In L1 reading research, several studies have examined readers' comprehension of narrative and expository texts. Using recall tasks as a means for operationalizing reading comprehension, research in this area has consistently demonstrated that readers can comprehend and recall information from narrative texts much more easily than from expository ones (Freedle & Hale, 1979; Graesser, 1981; Graesser & Riha, 1984; Spiro & Taylor, 1987; Tun, 1989; Zabrucky & Ratner, 1992). Kintsch (1998) has attempted to explain this phenomenon by suggesting that narratives create their own frame of reference for the story, and thus require less background knowledge on the reader's part. From a cultural point of view, Stein and Glenn (1979) have argued that stories are used in nearly every culture, making them universally accessible.

Findings on L2 reading comprehension of different macro-genres have found inconsistent results on the effect of text type. The question of which genre is easier for L2 learners appears to be linked to language proficiency. Horiba (1990) found that proficiency level directly correlates to comprehension of both narrative and expository texts in the L2, as does reading task. One study by DuBravac & Dalle (2002) found that in a recall task intermediate L2 French students miscomprehended more expository texts

and made more inferences while reading narrative texts. Bensoussan's (1990) study of L1 Arabic and Hebrew readers translating into L2 Hebrew and Arabic, respectively, revealed that L2 readers may struggle more with global comprehension of narratives if they miscomprehend stylistic elements such as irony and nuance. Other studies have concluded that expository texts might be more difficult for beginning L2 readers due to low language proficiency and the tendency of expository texts to use more specialized vocabulary (Bensoussan, 1990; Kroll, 1993; Tarone, 1977).

STUDENT ATTITUDES TOWARD CULTURE AND CULTURAL LEARNING

Few practitioners would disagree with the idea that engaging with FL texts is one way to learn about culture and refine one's own notions of what culture is and what it means to learn about it. Koda (2010), for example, in her work on the intersection between reading and the development of students' transcultural and translinguistic competence, has suggested the usefulness of texts in altering students' abilities to critically evaluate a culture. Connecting the MLA report with her work on L2 reading, Koda argues that translinguistic and transcultural competence and reading ability, i.e., knowing how to read in, between, and beyond the lines (Gray, 1960), share many similar constructs. Reading instruction can foster students' transcultural competence when they are able to connect their own knowledge and experience to a text, identify gaps in their comprehension, and fill those gaps.

In terms of expanding students' notions of culture, the FL classroom lends unique opportunities for questioning cultural products, practices, and perspectives that may

otherwise be taken for granted. Kern (2008) points out that texts in particular do not simply reflect cultural perspectives, but rather establish and reinforce those perspectives among readers. The textual links to the 3Ps posited by Kern suggest that reading L2 texts allows students to make connections between language, meaning, culture, and context. This project aims to address the general absence of work with cultural perspectives, especially for the beginning classroom, to which students bring a variety of rich backgrounds and experiences.

FL practitioners already understand the value of texts in helping students shape their growing ideas about culture and cultural learning, and about the relationship between culture and language. But surveys (Chavez, 2002, 2005; Drewelow, 2012) that examine students' point of view on these topics reveal that teachers and students do not always agree on what culture is, its place is in cultural learning, and what it means to learn about it. This is a particularly difficult area to research because student attitudes are nearly impossible to measure, quantify, and analyze. Furthermore, there are as many different definitions of culture as there are individuals. Yet it is important for FL instructors to understand the expectations and ideologies their students bring into the language classroom, and a few studies have attempted to look more deeply into these issues.

Perhaps the most cited research in this area was done by Chavez (2002, 2005) among 206 students at all levels in the German program at the University of Wisconsin. She points out that culture has traditionally been used as a 'hook' to interest students in language learning, but that students do not necessarily see culture as the most interesting

nor the most useful aspect of FL learning. Many of her survey respondents reported believing that culture is at odds with language learning (Chavez, 2002, p. 134) and seeing language and culture as mutually exclusive entities. Further, learners' and teachers' expectations for how to address culture in class differ greatly. Older students and women tend to have a more inclusive definition of culture (Chavez, 2005).[8] Additionally, German majors felt that some topics, such as cultural contact between Germany and other countries, should only be part of upper-level study. By contrast, the topics student respondents found most suited to beginning instruction were leisure activities, everyday living, geography, and the education system. Looking at these results, Chavez notes: "it is not the *teachability* of cultural components which students really question. Rather, it seems that learners are not entirely convinced of the *appropriateness* of teaching a broad spectrum of cultural issues in typical language classes" (2005, p. 40; emphasis hers). These results point to the need for a more nuanced integration of culture at all levels of the curriculum, a change also advocated by others (Berman & Bernhardt, 1999; Maxim, 2002, 2006; Swaffar & Arens, 2005). Additionally, Chavez' findings indicate that professional discussions on the teaching of culture are not always congruent with classroom practices.

Ten years later, Drewelow (2012) conducted a much smaller study in a class of 22 students in four beginning French courses. She examined how a first-semester course could help shape learners' perceptions of language and culture as interconnected entities.

[8] In her brief discussion of this result, Chavez notes that although gender had the most statistically significant relationship with inclusion of certain elements in an understanding of culture, it is not often considered in curricular decisions, such as selecting course materials.

Students participated in three anonymous online 30-minute interviews during the semester, while their four instructors were interviewed at the end of the term. Questions in all interviews were geared toward finding changes in students' cultural assumptions as a result of instruction. In general, students reported not learning about culture, claiming that they had only focused on language, or, when they did learn about culture, had only noted focusing on products and practices. Their instructors, however, reported having regular conversations with students about practices and perspectives when appropriate moments arose in class discussion. One learner struggled with a definition of culture throughout the semester, which Drewelow claimed as echoing the narratives of Pavlenko and Lantolf (2000), who noted changes in learners' self-perceptions as they learned an L2. Other students tended to have narrow definitions of culture and missed the opportunity to see cultural perspectives in one class discussion about a YouTube video of a black French rapper in class. The struggling student reported seeing the video as a joke, though her teacher attempted to build it into a conversation about cultural and ethnic integration in France. In general, Drewelow noted that most of her students had a rather narrow definition of culture and defined it as separate from and superfluous to their language learning.

Sometimes students' perceptions of culture can change through working with a particular instructional approach. Schenker (2013) investigated how interested German and American students were in learning about their own and the target culture, and what effect a 12-week virtual exchange had on that interest. Nineteen third-year L2 German students in the United States and 31 German students in an 11th-grade advanced English

course participated in the study. Data were collected via surveys, e-mail transcripts, videotaped videoconferencing, and U.S. students' reflective blogs. Both American and German students were initially very interested in learning about culture, and this did not change significantly during the course of the exchange, as was indicated by both quantitative and qualitative data. 18% of students indicated a positive change in their attitude toward cultural learning because of the exchange; one student reported a negative attitude change. Students also rated the importance of cultural learning in FL instruction before and after the exchange. A repeated measures ANOVA indicated that there were no statistically significant changes between pre- and post-questionnaires within groups. Between groups, however, a significant p value was found ($p < 0.05$), indicating that the American class valued culture more than the German class did. Other studies (Donaldson & Kötter, 1999; Schenker, 2012) also found that FL students' motivation to learn language and culture either remained the same or increased during computer-mediated exchanges. This suggests that instructional approaches can help maintain or even increase students' motivation to learn about language and culture.

LITERACY-BASED PEDAGOGY FOR L2 READING

There are currently several models of literacy-based approaches to language learning, and to reading in particular. Many of these models address the role of the text in language learning as a way to relieve the bifurcation of language programs into the lower and upper divisions, as a way to see language in context, and as a way to access the target culture (Allen & Dupuy, 2011; Kern, 2000; Maxim, 2006). Literacy-based pedagogies

are not solely text-based, though texts serve as one way to access the target culture. On the contrary, such approaches to FL learning look at language learning as rooted in the following three aspects:

1. integrating modalities with one another, especially but not only reading and writing, and seeing development in one modality as contributing to the others;
2. understanding context, and being able to use language appropriately in that context to accomplish communicative purposes; and
3. understanding learning as a social process that happens between and among people, and language as a vehicle for that process (Kern, 2000; Kern & Schultz, 2005).

Kern (2000) suggests that, in addition to being a cognitive and social phenomenon, literacy is "a linguistic process that relies not only on knowledge of vocabulary and grammar, but also on knowledge of textual organization beyond the sentence level, knowledge of genres, and knowledge of conventions of spoken and written language." (Kern, 2000, pp. 37-38). Thus, literacy does not only involve the ability to comprehend a text, but also an understanding of which cultural values and perspectives are being created and reinforced by that text.

Understanding the cultural contexts of texts and other cultural artifacts is central to literacy as well, for cultural schemata affect the way that a reader understands and recalls text, as discussed above. As Kern (2000, p. 33) notes, "[l]earning context-specific *uses* of reading and writing to accomplish particular purposes is what literacy is all about." Literacy in a foreign language extends beyond the ability to comprehend and

produce texts. Rather, literacy development relies on an understanding of why texts are the way they are – how history, society, and culture shape them and their authors. Literacy-based pedagogies thus by nature foster "an awareness of how acts of reading, writing, and conversation *mediate* and *transform* meanings, not merely transfer them from one individual or group to another" (Kern, 2000, p. 23) as well as "a critical awareness of the relationships between texts, and discourse conventions, and social and cultural contexts" (Kern, 2000, p. 6).

Relating to reading in particular, literacy-based pedagogies do not emphasize right or wrong answers, but instead encourage evidence-based interpretations of the artifacts (whether text or not) that students deal with. In literacy-based approaches, the reader is more autonomous and can determine for herself which information is important for her understanding of the text.

Mantero (2006) points out, however, that there are still elements of a text that all readers can agree upon – the names of the main characters, where and when a story takes place, the events of the plot, the genre. But, he also notes:

> once these basic, textual elements have been agreed upon, we can move from discrete questions […] to questions extending beyond the reproduced text and assisting in the production of a text as comprehended by the student's background and life experience (e.g. *Would the outcome of the story have been different if the character had not enrolled in the arm? How?* Or *Would you like the main character to be your mother? Please explain*.) It is when we focus on the individual's produced text that we can truly assess language learning and textual comprehension. Otherwise we may be testing only the degree of agreement with or comprehension of the instructor's interpretations of the text. (Mantero, 2006, p. 107)

This emphasis on the individual's understanding of the text results in learners discovering the multiple meanings that language can have for different readerships. They begin to understand the relationship between language and its contexts, and they discover the underlying semiotic codes of the other culture as well (Kern & Schultz, 2005). Finally, they learn to value the textual interpretations of themselves and others, and develop confidents in their own text-based interpretations, even if they differ from those of their instructors or classmates (Hudson, 1998; Swaffar, 1988; Swaffar & Arens, 2005).

RATIONALE FOR THE STUDY AND CONTRIBUTIONS TO THE FIELD

This chapter has presented empirical research in L2 reading comprehension, with a focus on beginning readers. L2 reading is a largely invisible process that is difficult to measure, and involves a number of different types of knowledge and abilities, including language proficiency, affect, strategic knowledge, cultural knowledge, and background knowledge. Because it involves a number of components, it can also differ between individuals. Text-based factors (such as text type) also impact an L2 reader's comprehension of a text. Learners' attitudes toward cultural learning may also play a role in whether they even consider reading a possible way of learning about culture. Literacy-based approaches to reading have been successfully implemented, even at beginning levels.

This dissertation investigates the feasibility of using unaltered texts and structured reading assignments in three second-semester L2 German classes of late novice/early intermediate learners. Interacting with texts is a crucial part to understanding culture in

general as well as the target culture(s) associated with the L2. Given the current state of research on L2 reading comprehension and beginning learners' attitudes toward culture and cultural, this project makes three main contributions to the field.

First, to my knowledge, there are currently no studies that measure in the same semester learners' reading comprehension development as well as changes in their attitudes toward culture and cultural learning. In a semester where students read unabridged texts and complete structured reading assignments based on those texts, this project measures changes in both L2 reading comprehension and attitudes toward cultural learning simultaneously. It does not claim that reading unabridged texts is related to development in attitudes toward culture or cultural learning; it simply measures them during the same time period and suggests reasons that those areas may have changed. Attitude changes may not have come from the reading journals directly; they may have been a consequence of other parts of the course not addressed in the study. However, the way in which students reflected on culture through the reading assignment (as audience and text purpose) may have had something to do with the change, even if that relationship has yet to be determined.

Second, no studies have attempted to measure reading comprehension development through a structured reading activity. Many studies on L2 reading use a recall task administered at one time during the semester, rather than administering a number of tasks over the course of several months. Furthermore, one of the advantages of the reading journal task developed for this project is its ability to measure learners' low-

and high-level processing abilities over time, without using comprehension questions that implicitly tell students which information they were expected to glean from the texts.

Third, this study measures and compares learners' comprehension of different macro-genres, both narrative and expository. Many of the studies above tend to focus on a one-time measurement of how students comprehend one macro-genre or the other, but a measurement of students' comprehension of both types of text over time can shed more light on how and at which level beginning learners comprehend each type of text.

As discussed in Chapter 1, reading is approached differently at the beginning and intermediate and advanced levels, with varying outcomes (language comprehension vs. textual analysis). Beginning textbooks tend to provide linguistically simple texts followed by comprehension questions, while intermediate and advanced ones tend to use less modified or completely unmodified texts and include more analytical questions. Additionally, few textbooks ask students to explicitly compare the topic treatment of FL texts. Thus, beginning students miss the chance to analyze texts as students at higher levels do, even though research has shown that L2 proficiency is not the sole determiner of how well a student will comprehend an L2 text. To bridge these distinctive approaches to reading, a reading journal assignment was developed that allows students to read the same types of texts they could encounter in upper-level instruction and in the target culture. This structured, holistic, student-centered assignment allows students to determine what *they* see as important information and measures both lower- and upper-level reading comprehension processes. The next chapter describes this assignment in more detail as well as the remaining study protocol and methods for data analysis.

CHAPTER 3: METHODOLOGY

INTRODUCTION

To examine learners' reading development and their perceptions of cultural learning as they read unabridged L2 texts, a semester-long study was conducted in fall 2012 for 15 weeks in three sections of a second-semester L2 German course. The current chapter provides an account of the instructional context, participants, data collection procedures, study instruments, and data analysis procedures used in this study.

INSTRUCTIONAL CONTEXT

Following IRB approval[9] and a pilot study in summer 2012, the current study took place in fall 2012 in three sections of second-semester German (GER 507)[10] at a large research university in the southwestern United States. Students enrolled in this course had earned a C grade or better in the first-semester course (GER 506), which was also five credits; completed the equivalent at another institution; or passed a placement exam. At the time, GER 507 covered chapters 6 through 11 in the course textbook *Deutsch: Na, klar!* (Di Donato, Clyde, & Vansant, 2011). Each first-year course devoted approximately two weeks (10 contact hours) to each chapter.

[9] The Institutional Review Board at the University of Texas at Austin approved this study in June 2012 under study number 2012-04-0022. One amendment to include an online follow-up questionnaire for instructors was approved in June 2013, and another was approved in April 2014 to add a rater rubric and conduct interrater reliability testing using student reading journals.

[10] The study was conducted in a fourth section of this second-semester German course, but with a modified method for text selection. Instead of reading texts selected for them, students in this fourth group selected their own readings based on their academic and/or extracurricular interests. In order to control for the instructional treatment, that group was ultimately not included in the present analysis.

The lower-division German program at this university is divided into three semesters: two semester-long beginning courses and a third course that combines the third and fourth semesters of language instruction into one intensive semester. The first-year curriculum (Beginning German I and II) draws on the established Communicative Language Teaching approach (Breen & Candlin, 1980; Canale & Swain, 1983), which emphasizes the development of students' communicative competence (Hymes, 1971) across all modalities, and aims to further prepare learners who wish either to use the language in upper-level coursework or in everyday situations while studying abroad (Urlaub & Uelzmann, 2013). The second-year course aims to develop learners' "critical literacy competencies" (Urlaub & Uelzmann, 2013, p. 25) as they prepare for upper-division coursework that involves advanced work with literary texts and cultural artifacts. Given this explicit literacy focus at the intermediate level, the current study aims to prepare learners for engaging in further study of the German language and German-speaking cultures through reading texts in the target language.

A look at the textbooks used in the first- and second-year German courses reveals different approaches to reading. In the first-year textbook, one longer, glossed German-language text is located at the end of the chapter and followed by pre-, during-, and post-reading activities that test students' text comprehension through basic content-oriented questions and encourage them to personalize the text's topic. In contrast, the intermediate textbook includes several texts per chapter, with activities that gauge students' reading comprehension and use texts as a springboard for multi-modal discussions about social and cultural issues, politics, and history. The stark contrast between these approaches to

reading can cause difficulty for L2 students who transition to the second-year course, which served as a local motivation for this study.

COURSE INSTRUCTORS

Three instructors for each of the three sections of GER 507—Timothy, Peter, and Lauren[11]—participated in the study. All were graduate students employed as Assistant Instructors (AIs)[12] by the university and carried a typical full-time graduate course load of 9 hours outside of their teaching responsibilities. All instructors had passed the German proficiency exam required by the department and had received formal training in FL teaching that included a pre-semester orientation led by the German lower-division coordinator and a required semester-long graduate-level course on language teaching methods. This course provides instructors in Germanic Studies with a theoretical foundation in language teaching, as well as opportunities to apply theory to classroom practices in lesson planning and materials development.

The amount of teaching experience varied between instructors. Timothy had taught German for five semesters in the lower-division program at the university, Peter brought with him two years of teaching experience in beginning and intermediate German courses from another institution, and Lauren had taught first-semester German and been the assistant in an undergraduate German Play course at the university.

The guided reading journal (RJ) task was a new assignment in GER 507 that asked students to read two texts, then compare those texts' treatment of audience and

[11] Pseudonyms are used to protect the anonymity of all participants, including teachers and students.
[12] All instructors were PhD students at the time of the study.

topic using textual evidence. Prior to and during the beginning of the semester, instructors received training from the researcher on using and assessing the RJs. To support the instructors as they became familiar with the RJs, the researcher was readily available to answer instructors' questions and address concerns related to implementing and grading the RJs. Additionally, regular meetings between the researcher and the German 507 instructors allowed everyone to give prompt feedback on the reading journals and on related materials.[13]

BEGINNING L2 GERMAN LEARNERS

Students enrolled in Beginning German II during fall 2012 were between 18 and 23 years old and came from undergraduate degree programs in a wide range of fields, from the natural sciences to the fine arts to the humanities. All study participants were full-time undergraduate students between their second and fifth year of study. None were first-year students, 19 (33.9%) were sophomores, 20 (35.7%) were juniors, 13 (23.2%) were seniors, two (4.6%) were second-year seniors, and two students did not report their year of study. The mean number of academic credit hours students reported was 14.25, with a minimum of eight hours and a maximum of 19 hours. Additionally, students reported working between zero and 40 hours a week (M = 9.79). Forty-five students

[13] This study would not have been feasible without the support of the lower-division program coordinator. As in all classroom studies where new materials are implemented, it is always possible that some students will benefit more than others and that materials will not work as planned. But the lower-division coordinator was very supportive, offering feedback and allowing the implementation of these materials in the summer pilot study and the larger fall-semester study. This project would not have happened without his support, expertise, enthusiasm, and flexibility.

(80.6%) reported taking GER 506, the previous course in the sequence at the university, while 11 (19.6%) had taken the equivalent at another institution.

Students in most degree tracks at this university are required to fulfill a two-year FL requirement for their major. On a pre-study questionnaire (PreQ) administered at the start of the semester, 44 students (n = 56) enrolled in the course rated fulfilling the language requirement as a major course objective as "important" or "very important.:" Seven students (12.5%) rated earning a German major as "very important" on the PreQ, and ten (17.9%) rated it "somewhat important." As these numbers suggest, it is not uncommon to meet German majors and minors in the first-year courses.

SYLLABUS FOR BEGINNING GERMAN II (GER 507)

GER 507 met for five hours per week: fifty minutes on Monday and Wednesday and seventy-five minutes on Tuesday and Thursday. The course focused on developing students' ability to use the German language and draw on cultural knowledge to communicate with each other and with proficient speakers. To provide a benchmark for learners' vocabulary learning, students took one vocabulary quiz, written for them by their instructor, per chapter. The course included three chapter exams that addressed two chapters each. Students also engaged in regular homework assignments using the online workbook and other tasks given to them by their instructors. To be successful language learners, students were urged to devote at least two hours studying outside of class for each instructional hour.

The implementation of the reading journals was planned so as not to disrupt the course pace and sequencing, and is outlined in the timeline below in Table 1:

Table 1: Study Timeline, Fall 2012

Week #	Task	Task details
Week 0: Orientation (August 28)	Introduction to study for GER 507 instructors	• Researcher meets with all German 507 instructors to briefly review timeline and study objectives, grading rubrics, data collection procedures, and observations.
Weeks 2 and 3 (September 6 & 10)	Introduction to study for students	• Researcher visits each class to introduce reading journals, discuss grading rubric, and compose sample reading journal with students. Researcher also administers and collects PreQ (15-20 minutes).
	Explanation of assessment procedures for instructors	• Researcher holds a meeting to achieve consensus among instructors for grading of reading journals, using rubric and pilot data.
Week 4 (September 20)	Reading Journal 1 (RJ1)	• Instructors hold in-class discussion day for RJ1, led by individual instructors. Researcher observes. • Students turn in RJ1 at end of lesson. • Researcher copies all reading journals before and after they have been graded by instructors.
Week 12 (November 15)	Reading Journal 2 (RJ2)	• In-class discussion for RJ2, led by individual instructors. Researcher observes. • Students turn in RJ2 at the end of the lesson. • Researcher copies all reading journals before and after they have been graded by instructors.
Week 14 (November 29)	Reading Journal 3 (RJ3)	• In-class discussion for RJ3, led by individual instructors. Researcher observes. • Students turn in RJ3 at the end of the lesson. • Researcher copies all reading journals before and after they have been graded by instructors.
Week 15 (December 3)	Post-study questionnaire (PostQ) and signed consent	• Researcher administers PostQ in class (15-20 minutes). • Researcher explains study to students. • To avoid coercion, someone other than researcher or instructor collects signed consent forms.

READING JOURNAL

THE PRÉCIS: A GUIDED READING TASK

The reading journal for the current study is based on Swaffar & Arens's (2005) précis, a task that encourages evidence-based reading. In the précis, learners read one text and then complete several tasks based on their reading. First, they search for words and phrases in that text that identify its genre and topic. They then find patterns in the text's presentation of information, such as pros and cons or problems and solutions, and organize quotations from the text in a matrix representing the author's rhetorical logic. In the final section, students analyze a text's implications for its audience and for their own topic knowledge.

The précis task shares many features of learner-centered approaches to instruction (Cullen, Harris, & Hill, 2012; Weimer, 2002; Wiggins & McTighe, 2005). It asks learners to find what they see as a text's main point and to document it with evidence from the text. The resulting fit or misfit between student perceptions and textual language reflects differences in reading comprehension, as no one correct answer is presupposed (Kern & Schultz, 2005). As a writing task and a means for providing evidence for reading comprehension, the précis encourages learners to use top-down as well as bottom-up strategies (see discussion in Chapter 2).

READING JOURNAL TASK DESIGN

For the current study, Swaffar & Arens's (2005) précis was adapted to allow for comparison between texts, resulting in a *reading journal* task that was based on paired

readings. The themes of each pair of texts correspond with three of the six textbook chapters in the course. Spiraling in nature (Shook, 1996), the reading journal covers the same material at various levels of cognitive ability, moving from a focus on individual words to a global statement about each text, and finally to a comparative analysis of both texts that is based on relevant textual evidence.

The reading journal used in this study shares some important characteristics with other similarly named assignments from recent literature. Lee (2012) and Lyutaya (2011) used free-response reading journals to help intermediate L2 English students engage with texts independently, asking them to describe a character, make predictions about a text, or record their personal reaction to an event mentioned in the reading. In a more structured assignment, Redmann (2005) used reading journals to help L2 learners better prepare for class discussion through tasks that asked students to activate background knowledge, summarize a text, identify key word/phrases in a text, record questions for discussion, reflect on the reading process, and critically respond to the text. Although Lyutaya, Lee, and Redmann's reading journals vary in structure, they share key features of documenting reading comprehension, typically through plot summary or character description, and asking students to reflect on L2 texts.

The journal in this study differs from previous ones in significant ways. First, it asks students to compare two texts instead of focusing on just one. The reading journal in this project also asks students to write a brief text-based analysis that compares and contrasts two texts and their readerships. Furthermore, students consider specifically how

texts treat a topic. Unlike the journals discussed above, it does not provide a free format, potentially daunting for beginning students, in which learners can record their personal reactions to a text. Finally, in the reading journal, learners use textual evidence to support their claims about L2 texts. By using a more explicitly text-based approach, the present assignment supports students in learning to read for main idea and relevant textual details at an early level, as well as in learning to analyze a text's implications for its audience.

In line with the study's objective to document students' reading development, the reading journal task was chosen to accomplish three learning objectives for students (see Appendix D for the reading journal task used for all three reading journals). Through the task, learners would:

1. Use key words and phrases to trace the development of particular ideas or elaborations that suggest a text's point of view and main topical message;
2. Analyze and articulate a text's implications, i.e., how a text packages its message, its intended reader or audience; its genre (e.g., story or anecdote, opinion piece, factual description); or rhetorical features; and;
3. Develop their own point of view with regard to how these texts treat the same topic and who might read them (e.g., German-speaking people as a whole, a particular ethnic or socioeconomic group within or outside Germany, relative strangers or people the writer identifies with).

These objectives served as the foundation for developing the reading journal—a comparative, guided reading task designed to help students think about ways in which

texts are related and to help them reflect in a structured way on German culture as a non-monolithic entity. By comparing texts in this task, students see that cultures can reflect a number of different and often contradictory voices.

The reading journal task consisted of five different sections that progressed from summary to textual analysis, as outlined in the reading journal task in Appendix D. Those sections are as follows:

1. *Key words and phrases:* Students identify 5-10 key words or phrases essential to their understanding of each text and provide English translations for each.
2. *Main idea:* Students summarize each text's main idea in one concise sentence.
3. *Logic*: Students implicitly (and sometimes explicitly) identify the genre of each text and its rhetorical devices.
4. *Text matrix:* In a table[14], students note phrases or sentences in each text that relate to certain themes. The formats for Reading Journal 1 (RJ1) and Reading Journal 2 (RJ2) included pre-selected themes as scaffolding; for Reading Journal 3 (RJ3), students selected their own themes. They were encouraged to avoid fact-oriented headings such as dates and important people, as these categories were thought to not provide a rich enough foundation for later comparative cultural analysis.

[14] Silberstein (1994) has suggested that using tables and charts to organize textual meaning is useful in the early stages of language learning when students may feel overwhelmed when working with longer texts.

5. *Implications*: Students identify the audience and purpose of each text and use the examples they cited in their matrix to support an argument about differences in topic treatment, register, and delivery between the texts. Students also hypothesize *why* these texts were similar or different in their treatment of a particular topic.

Students' responses to the main idea (part 2 above), text matrix (part 4), and implications sections (part 5) are used for the data analysis to examine the development in their ability to read for low- and high-level reading comprehension. To limit the scope of the project, key words (part 1)[15] and logic (part 3)[16] are excluded from the analysis. The analysis also examines students' ability to use textual evidence to compare the two texts' readerships and those texts' approaches to a particular topic.

READING JOURNAL TEXT SELECTION

The learning objectives described above motivated text selection for the reading journals. While students at this level typically read texts of 300-400 words, the texts for the reading journals in the study needed to be long enough for students to read for both a main idea and supporting details. With this in mind, the length requirement was set at

[15] The key words and phrases students included in their journals may be revealing in terms of their L2 development, but because that was not a primary focus of this study, that section of the reading journal was excluded from the analysis. However, future studies could examine how the nature of the key words and phrases changed over time in students' journals—for example, whether key words tended to be central to the text's main idea, where they appeared in the text (in the title or near the beginning/end of the text), or whether the key words/phrases students selected tended to be individual words versus entire phrases.

[16] The goal of the *logic* section was for students to identify the rhetorical devices that the author used to convey a message. However, the work students produced for *logic* varied widely, as did their understanding of and ability to identify rhetorical devices as they relate to genre. For this reason, the *logic* task was eliminated from a revised RJ assignment used the semester following this dissertation study.

750-1,000 words. Additionally, the themes of each text pair had to be related to those in the course textbook, so that learning relevant vocabulary could be augmented through reading. Finally, given the critical role of cultural and background knowledge in L2 reading comprehension, texts were selected based on the likelihood that students would have some related knowledge to draw on during the reading process.

One text in each set was extracted from J.K. Rowling's young adult novel *Harry Potter and the Sorcerer's Stone* (hereafter, *HP*). The novel is popular among both children and adults in the United States and Germany and is part of a seven-book series that has enjoyed widespread popularity since its release in 1997 ("Alle lesen Harry," 2002; Dargis & Scott, 2011; "Harry Potter und das Lieblingsbuch der Deutschen," 2002; Staff, 2013) . *Harry Potter and the Sorcerer's Stone*, the first book in the series, tells the story of Harry Potter, a ten-year-old boy whose parents were killed by the evil Lord Voldemort shortly after his birth. He now lives with his Aunt and Uncle Dursley who resent being in charge of his care and banish him to live in a cabinet under the stairs. Unbeknownst to him or the Dursleys, Harry's survival has made him a hero in the magical world. On his eleventh birthday, he is invited to attend Hogwarts School of Witchcraft and Wizardry. While on the train to Hogwarts, Harry befriends Ron and Hermione, two fellow first-year students who become his 'partners in crime' throughout the series. Once at Hogwarts, Harry learns how to play Quidditch, a magical sport at which Harry turns out to be quite good. Harry, Ron, and Hermione soon discover that

Voldemort is on a mission to kill Harry, and they spend the rest of the novel (and series) on a number of near-death adventures attempting to defeat Voldemort's evil powers.

The novel *Harry Potter and the Sorcerer's Stone* was selected for several reasons: (a) its large number of words and phrases targeted in the course aligns well with students' vocabulary learning; (b) it contains topically relevant passages that correspond with chapters in the first-year textbook on sports, travel, and careers; and (c) students were likely to be familiar with the novel either from reading it or from seeing its film adaptation. As one of the objectives of the reading journal assignment was for students to draw cultural comparisons, the culture created in *Harry Potter* could be compared with students' own cultures and with German culture in the RJ assignment. The second text was chosen based on its thematic pairing with the *HP* excerpt. To provide students with the opportunity to identify differences in register, voice, and audience, this second text was to represent a genre other than narrative fiction. Reading different text types, it was posited, would encourage students to analyze differences in the texts' topic treatment and organization, two aspects that can differ depending upon a text's genre and register (Martin & Rose, 2008).[17]

While it may be argued that students' exposure to German culture is limited in reading a translated work, such a text is nevertheless intended for an audience of proficient speakers who have extensive experience with both the language and culture.

[17] Martin (2009) and Arens (2008) have both suggested the usefulness of teaching and learning culture through reading a range of genres in the target culture, and Kearney (2010) has advocated for the teaching of culture through narratives, which she argues is a nearly universal concept.

For this reason, classroom discussions often addressed semantic differences between the American[18] and German versions of the *HP* excerpt, both of which were provided to students for each reading journal. These discussions aimed to raise students' awareness of what happens to a text when it is translated for a different audience (Kelly & Zetzsche, 2012; Munday, 2012). Thus, in terms of aiding students' reading comprehension and motivating them to read a linguistically challenging text in the L2, the benefits of using *HP* outweigh any disadvantages that may come with using a translated text.

The second text for each journal was topically related to the excerpt chosen from *HP* and the vocabulary theme of the corresponding chapter from the textbook. Texts were located that shared common vocabulary and themes with those presented in *HP* and students were to keep these topics (i.e., the matrix themes) in mind while reading. Below in Table 2 are descriptions of the texts selected for each reading journal; the texts themselves can be found in Appendices J, K, and L:

[18] The term *American* is used here rather than *British* or *English*, because *Harry Potter and the Sorcerer's Stone* was adapted from British English to American English. Gleick (2000) notes three primary differences: (1) spelling (e.g., *flavour* to *flavor*), (2) vocabulary (e.g., *sellotaped* to *taped*), and (3) objects or experiences considered distinctly English changed to something American (e.g., altering Harry's breakfast of crumpets to one with an English muffin).

Table 2: Text Selection for RJ1, RJ2, and RJ3

RJ	*HP excerpt*	*Supplementary text*
1	Oliver Wood, captain of the Quidditch team, teaches Harry Potter the rules of Quidditch and gives him an idea of what it is like to play an actual game. (From the chapter "Halloween," pp. 180-189 of German version)	Interview with Bianca Bertulat, a martial arts champion in Germany who discusses how she got into the sport and her experience as a star athlete. (Published on *sportsfrauen.de* in 2012)
2	Harry Potter attempts to find platform 9 ¾ at King's Cross Station in London and meets two new friends on the train. (From the chapter "Abreise von Gleis 9¾"/"Journey from Platform 9¾", pp. 99-111 of German version)	Customer review of an experience with Deutsche Bahn that criticizes time spent at the train station and on the train. (Published on *dooyoo.de*, a German consumer review website, in 2012)
3	Hagrid, the Hogwarts groundskeeper, arrives at the Dursleys' house to bring Harry a letter from Hogwarts inviting him to attend school. Harry finds out from Hagrid that he is a hero in the wizarding world. (From the chapter *Der Hüter der Schlüssel*/*Keeper of the Keys*, pp. 54-63 of German version)	A review of Angelika Steffen's *Schule—und dann?*, a book targeted at parents who wish to help their children choose their career paths. (Published in *FOCUS Online*, the online version of a popular German news magazine, in 2012)

Sample reading journals were created for each set of texts so that teachers could use them for their own reference when grading.

READING JOURNAL RUBRIC FOR INSTRUCTORS: DESIGN PRINCIPLES

Rubrics are a common means of holistic assessment in FL classes and a way for instructors to provide timely, consistent feedback on students' work (Stevens & Levi, 2005). The rubric designed for instructors' use (hereafter, the *instructor rubric* or *teacher rubric*) was based on a tool used by Professors Janet Swaffar and Katie Arens in a data-tracking initiative for reading assessment in upper-level courses. The rubric was divided into two main parts: Task Fulfillment and Précis Criteria. The three Task Fulfillment items, i.e., inclusion of titles for each text, language use, and inclusion of keywords, were

each worth one point. In the Précis Criteria category, students received separate scores for each part of the reading journal, i.e., one score per text for main idea, logic, and matrix, and one score for audience identification and textual comparison. Each item was rated on a scale from 0 to 3, with 3 representing exemplary work. The instructor rubric outlines students' performance at each level of grading (Stevens & Levi, 2005) and can be found in Appendix F.

READING JOURNAL INSTRUCTION FOR STUDENTS

This section outlines the instruction that the three GER 507 classes received before embarking on independent work with the reading journals. Day 1 of the instruction began with a discussion of general reading strategies to raise student awareness of how L1 reading strategies could be used in approaching L2 texts (Jiang, 2011; Shook, 1997).

Next, students spent ten minutes scanning two articles on the economic recession—one from CNN.com and one from *Süddeutsche Zeitung Online* (Appendix B). They skimmed for relevant information, then located keywords they considered important for their understanding of the article and added these to the appropriate sections of their sample reading journal worksheet (see Appendix B).

After they identified key words and phrases, students worked in pairs to write the main idea of each text and locate quotations from each article that addressed the themes outlined on the worksheet (e.g., *effects of the recession* and *saving habits*) and then shared their work in a group discussion guided by the researcher. Students were then asked to record preliminary thoughts for the implications section focusing on two key

points: (1) the intended audience of each text, and what its reaction might be; and (2) how the texts' messages about the effects of the recession and saving habits of the groups in question compared with each other. The final ten minutes were spent discussing the reading journal task sheet and rubric.

In preparation for the next class period (Day 2), students read an excerpt from *HP* in which the narrator explains the rules of conduct at Hogwarts, and an article from the German newspaper *DIE ZEIT* about a school in Berlin with a reputation for strict implementation of school rules (for this text, see Appendix C). For homework, students were to complete a sample reading journal (see Appendix C) and bring the assignment to class to discuss with their peers.

Day 2 of the instruction followed the same lesson plan as day 1. Students first briefly discussed reading strategies. They then shared their main idea statements with a partner and with the larger class. Next, they compared the quotations they had found for their matrices in pair work, where they were encouraged to discuss how textual evidence supported their comparisons of the texts and their understanding of potential readerships. Several students volunteered to show their matrices and discuss their implications section with the class using the document camera. During the last 15 minutes of the lesson, students took the PreQ (Appendix E).

READING JOURNAL TRAINING FOR INSTRUCTORS

Prior to the student instruction outlined in the previous section, the three instructors met with the researcher for one hour to discuss the objectives of the reading

journal task and review the lesson plans for the reading journal introduction days and in-class discussions. Following the two in-class reading journal introduction days in weeks 2 and 3 as described in the previous section, the instructor group met a second time to assess anonymized reading journals collected during the pilot study and achieve consensus in grading with the instructor rubric. This meeting helped establish instrument reliability (Mackey & Gass, 2005; Perry, 2011) and ensured that all instructors were using the rubric in the same general way. During the semester, instructors used this rubric (Appendix F) to grade their own students' reading journals.

IN-CLASS READING JOURNAL DISCUSSION DAYS

Reading journals were integrated into the course to encourage students to view them as tools for language learning rather than as ancillary assignments (Redmann, 2005). Thus, the in-class discussion days (see Appendix G for lesson plan) were led by students' instructors and observed by the researcher. For each of these three class periods (one for each journal), students shared their textual interpretations with their peers. Instructors conducted the lesson primarily in German, but students used English if they felt they could not express an idea in German. In their pair-work and interactions with their instructor, most students used English. During the in-class reading journal days, teachers encouraged a discussion between all learners that was in both German and English.

After a brief discussion of reading strategies, the instructor asked students to organize their key words and phrases into three main categories on the board: *wer/was*

[who/what, i.e., the main characters or primary subject(s)], *wo* [where, i.e., the setting(s)], and *wie* [how, i.e., the manner in which things were done]. In pairs, students selected two or three words to add to the categories on the board. Then, the instructor asked students to use those keywords to form the main idea in German. Next, students watched the corresponding excerpt from the film *Harry Potter and the Sorcerer's Stone*. Teachers played the film clip without sound while students used relevant vocabulary to describe what they saw.

During the remainder of the lesson, students compared their matrices and their implications paragraphs and were guided to use textual evidence to support their arguments. Using a document camera, several learners shared their reading journals with the class, and students who had included different quotations or who had come to different conclusions in the implications section offered alternative interpretations. Led by the instructor, discussions of the implications section often touched upon the impact of students' own culture on their understanding of the texts and of those texts' audiences.

PILOT STUDY IN SUMMER 2012 AND CHANGES MADE TO THE FALL 2012 STUDY

To anticipate possible issues during the official fall 2012 study and to test the validity of the questionnaires and reading journal materials, a pilot study was conducted in summer 2012 at the same university in an intensive version of German 507, which met for three hours per day, five days per week. The pilot study took place in conditions similar to those in the semester-long study (Glesne & Peshkin, 1992). In the pilot study,

students completed two journals on their own as homework. To measure the effectiveness of the reading journals and the questionnaires, feedback from the instructor and students was solicited orally after the post-study questionnaire was administered. Student reading journals and questionnaire responses were also examined to see whether materials needed to be altered.

Changes to the materials included cosmetic changes and clarification of the wording in the reading journal rubric, task sheet, and questionnaires. At the encouragement of the instructor and students during one of the researcher's classroom visits, examples and further explanation were added to the task sheet to help students better conceptualize the reading journals. To further address this issue, during the fall study, a Microsoft Word template was created into which students could type their reading journals. This resulted in cleaner-looking assignments that were easier to assess.

Though few changes were made to the reading journal task itself, the number of journals students completed differed between the two studies. Because the summer course was shorter than a normal semester and did not include Chapter 11 in the textbook, the third journal (RJ3) could not be piloted during the summer. Additionally, students in the summer study wrote their implications section for RJ2 in German, but due to the students' limited abilities to express abstract ideas in German, those journals were difficult to comprehend and analyze, a point communicated by the instructors and observed by the researcher. As a consequence, in the fall 2012 study, all reading journals

(except quotations that students extracted from the reading passages and included in the matrix) were written in English.[19]

Another change was the addition of a sample journal for students to complete at home after the in-class introduction of the reading journals. Students in the pilot study suggested on the post-study questionnaire (PostQ) that trying the assignment on their own before receiving a grade for RJ1 would have aided them significantly in understanding what was expected of them. Thus, in the fall, a second reading journal tutorial day was added, in which students brought reading journals they had completed on their own based on one *HP* excerpt and an article from the German newspaper *DIE ZEIT*. The theme of this journal was *Bildung* [education]. It was hoped that in the larger study, offering students a sample journal would help them practice the assignment in a low-pressure environment and give them a chance to ask questions in class before completing RJ1 on their own the following week.

STUDY INSTRUMENTS AND METHODS OF DATA COLLECTION

Data were collected via different methods, including questionnaires, student reading journals, and teacher and rater rubrics. The instruments, each discussed in more detail below, were chosen to elicit direct and indirect evidence about changes in students' reading comprehension (both sentence-level and global) and their attitudes toward cultural learning over time.

[19] For more on the use of the L1 in the FL classroom, see Levine (2012), who argues that students' first language can be a valuable tool for enhancing language learning, especially when students and instructors work together to establish guidelines for codeswitching between the L1 and L2.

PRE-STUDY QUESTIONNAIRE (PREQ)

Questionnaires are useful for collecting information on non-observable phenomena, such as attitudes and motivation (Seliger & Shohamy, 1989) and for gathering a large amount of information in a reasonable amount of time (Dörnyei, 2007). In this study, two questionnaires were administered: one in week 3, after the introduction of the reading journals, and one in week 15, after all reading journals had been collected. The PreQ (Appendix E)[20] contained both quantitative (scalar) and qualitative (open-ended) items. Quantitative items measured students' attitudes toward reading and cultural learning and their previous experience with the *HP* films and novels, while qualitative items asked students to describe how one learns culture, why they were motivated to take German, what they enjoyed most about German if they had taken it before, and what they wanted to learn about in GER 507.

POST-STUDY QUESTIONNAIRE (POSTQ)

One week after teachers had collected all reading journals in December 2012, the post-study questionnaire (PostQ, see Appendix M) was distributed to all students in class. The survey elicited students' perspectives on whether and how the reading journals impacted their individual language learning. Certain items, such as those about culture and cultural learning, appeared on both pre- and post-treatment questionnaires to measure

[20] The items on the first page of the PreQ, especially those eliciting demographic information from students, were adapted from a beginning-of-semester survey developed by Cori Crane for use in the basic language program at the University of Illinois at Urbana-Champaign.

changes in students' attitude toward culture as a part of FL learning, as well their priorities for language learning.

Similar to the PreQ, the PostQ elicited quantitative and qualitative feedback on the reading journals.[21] The PostQ also attempted to find out whether reading became easier over the course of the semester, whether students felt that working with FL texts impacted their language learning, and whether the reading journals were similar to assignments students had done in other FL courses.

INDEPENDENT RATER RUBRIC

For the purposes of this study, a separate analysis of the reading journals took place after the end of the semester using a rubric designed to examine aspects of students' literacy development, including both comprehension of textual language as well as analysis of its content and context (Table 3). The rubric assessed students' use of textual evidence to support claims they made about the texts, whether students appropriately identified the texts' audience, and how well students were able to draw logical similarities between *HP* and the paired text they had read.

[21] Because the journals were new to the course and designed for long-term implementation in the lower-division German program, PostQ feedback was also used to improve the journals for future semesters.

Table 3: Independent Rater Rubric

	Use of textual evidence (richness of discussion)	**Identification of audience and their reaction**	**Comparison/contrasting of texts**
3 pts.	Several relevant textual examples used to support claims about texts; translations of quotations in matrix are acceptable.	Explicitly identifies audience; accurately refers to cultural/social groups, if relevant.	Draws several logical similarities and differences between texts, and accurately identifies the reasons behind them.
2 pts.	Some relevant textual examples used to support claims about texts; translations of quotations in matrix are acceptable.	Explicitly identifies audience for at least one text or implicitly for both; may refer to cultural/social groups, if relevant.	Draws some logical similarities and differences between texts, and accurately identifies the reasons behind them.
1 pt.	Few examples provided, or examples used do not reflect texts' handling of topic; quotations from matrix may be incorrectly translated.	Implicitly identifies audience, or identifies incorrect audience for one text; does not refer to cultural/social groups, or does so inaccurately.	Draws few logical similarities and differences between texts, and/or inaccurately identifies reasons behind them.
0 pts.	No examples are used to support claims about texts' handling of topic.	Does not identify audience, or audience identified is vague; does not refer to cultural/social groups or does so inaccurately.	Draws no logical similarities and differences between texts, and does not hypothesize reasons for them.

The independent rater rubric, simpler than the original instructor rubric, was developed to analyze the implications section of student journals and to operationalize students' use of textual evidence in supporting their argument, identification of audience, and quality of comparison between the texts. For each of these three categories, students could receive between 0 and 3 points, with 3 points representing outstanding work.

Interrater reliability testing was conducted on the rater rubric. Five raters were selected to participate in the testing based on their familiarity with the lower-division

program; all were instructors with various amounts of teaching experience in the program. The raters were unfamiliar with the reading journals and had never taught GER 507 with the current textbook, and did not know the order in which the reading journal themes appeared in the course. The researcher also participated in the testing.

Prior to assessing the student work, all six raters met to discuss the reading journal assignment and the rubric. Raters were asked to grade only the implications section of the reading journal, in which students were to compare the texts and identify the target audience, although they were allowed to scan the rest of the journal to see how students arrived at their conclusions. The three rubric categories—textual evidence, audience identification, and comparison—were explained to the raters, and student work for each level of each category was examined so that raters had an idea of what type of response fell into each one. Then, the entire group graded two reading journals together and discussed their scores for each category in an attempt to reach consensus. Raters were asked not to discuss their assigned journals with each other and were not told in which order students wrote the reading journals. The meeting agenda can be found in Appendix N.

Including the researcher, six independent raters total scored 168 reading journals– three journals per each of the 56 students in the study. Each rater graded the same 10% of the journal population to ensure that an adequate percentage of the sample could be used for calculating interrater reliability, with the remaining 90% of the journals divided evenly among the six raters. All raters' scores (both total scores and ratings in individual

categories) were standardized so that each score reflected its distance from the rater's mean. This method of standardizing scores takes into account rater variability and, rather than emphasizing the raw scores, considers whether each rater was consistent in assigning their highest or lowest scores to the same students as other raters.

To determine interrater reliability, Cronbach's alpha coefficient was calculated separately for each reading journal. According to the standards defined by Dörnyei (2007), the analysis showed high reliability for RJ1 ($\alpha = .967$) and RJ3 ($\alpha = .938$), meaning that rater training and the scale outlined on the rubric were sufficient. RJ2, however, showed only moderate reliability among all six raters ($\alpha = .525$). Further investigation into individual raters' scores showed that the Cronbach's alpha would be improved if Rater 5's rating were excluded (Table 4), increasing the alpha to a moderate level ($\alpha = 0.722$). Because this rater's total RJ2 score was an outlier, all of Rater 5's scores were excluded in calculations for the RJ2 textual analysis, audience identification, and comparison averages for the 10% sample. One possible explanation for Rater 5's outlying scores may be that RJ2 was the first assignment graded by all raters, and thus more likely to be the one where scores differed the greatest; by RJs 1 and 3, the scores may have evened out.

Table 4: Output from Reliability Analysis for RJ Scores on Rater Rubric

	Scale Mean*	Scale Variance*	Corrected Item-Total Correlation	Cronbach's Alpha*
Rater 1 RJ2	-1.0163	7.402	-.093	.617
Rater 2 RJ2	-.5480	4.228	.659	.242
Rater 3 RJ2	-.7153	4.839	.515	.346
Rater 4 RJ2	-.5804	5.735	.333	.452
Rater 5 RJ2	-.3437	8.387	-.319	.722
Rater 6 RJ2	-.3039	3.817	.774	.149

*if item deleted

The data analysis also calculates the Pearson's correlation coefficient for teacher and rater scores to examine whether teachers' perspectives on their students' work matched up with the scores of the independent raters who had never taught GER 507. If the scores correlate, it shows that the instructor rubric, which did not undergo interrater reliability testing, could possibly be a reliable instrument for assessing the reading journals.

ETHICAL CONSIDERATIONS AND COLLECTION OF SIGNED CONSENT

After all reading journals were collected in December 2012, the study and its objectives, risks, and benefits were explained to each class. Students were told that the reading development and cultural learning of students in second semester L2 learning would be the study's focus and that, if they granted consent, their reading journals and questionnaire responses would be used only to fulfill the aims of research. They were assured that participation or non-participation would affect neither their grades nor their relationship with their instructor. All participants were assigned pseudonyms to protect

their confidentiality and were reminded that they could withdraw from the study at any time.

Following this explanation, the instructor left the room, and consent forms (see Appendix L) were distributed to the students and collected by the researcher; instructors did not know who consented to the study. Once consent forms were collected, they were sorted so that only first- through fifth-year undergraduates who had turned in both questionnaires and all three reading journals were included; one graduate student was excluded from the study, as well as five additional students who did not turn in all reading journals. This brought the total number of participants to 56 learners.

METHODS FOR DATA ANALYSIS

Data analysis began after all consent forms, questionnaires, and reading journals had been collected from consenting students in the three classes. Most of the data used in the analysis is quantitative and was collected via the instructor rubric, rater rubric, and pre- and post-study questionnaires. Both the PreQ and PostQ were administered in class on paper; quantitative responses were tallied by hand twice, and qualitative short-answer responses were entered into a spreadsheet and double-checked to ensure the integrity of learners' voices.

For each of the data points in this study, descriptive statistics were generated, and where possible, parametric tests were run to test whether the results were statistically significant. While descriptive statistics can be used to observe trends in this particular student population, parametric tests can be powerful predictors for other learner

populations. Furthermore, parametric tests can contradict the null hypothesis, or the notion that there are no relationships between any of the study variables (Larson-Hall, 2009). Because the study did not intend to investigate individual student cases, the emphasis of the data analysis remains on these 56 second-semester learners as a group.

The data used to answer RQ1 and RQ2 come both from the PreQ (see Appendix E) and PostQ (Appendix M), as well as from students' work on the implications section of the reading journal, as assessed with the rater rubric (see above). Several methods of analysis were used in this process to find out whether certain relationships were statistically significant. Along with students' reading journal scores, select questionnaire responses were used to generate descriptive statistics (mean, minimum, maximum, standard deviation) for each relevant item pertaining to a research question. Then, where possible, parametric tests were performed using IBM's SPSS statistical software to find significant relationships between variables; tests were selected based on the types of variables compared (scalar, numerical, or categorical).

RESEARCH QUESTION 1: DEVELOPMENT IN READING ABILITIES

To answer RQ1, which examines development in students' reading abilities during the semester, the rater rubric provides insight into how well students performed on the reading journal as the semester progressed. An examination of the development in students' reading ability also involved finding out whether students' instructors, as well as independent raters, observed changes in students' work during the semester. With this goal in mind, both instructors' and raters' scores were standardized before they were

subjected to statistical tests. Standardization adjusts scores so that they are on a scale in relation to a rater's individual mean, relativizing the scores so that a standardized score reflects whether a student's score was above or below the rater's average. In the present study, it eliminates the need for a numerical scale—a useful function given that the instructor rubric assessed journals on a 28-point scale while the rater rubric only had a total of 9 available points. Once the scores were standardized, Pearson's correlation coefficient was calculated for each reading journal to see if scores from the instructor and rater rubrics aligned. This same correlational analysis was also run on students' comparison and audience scores on the rater and instructor rubric.

One item was included on both PreQ and PostQ that measured changes in students' attitudes toward ambiguity while reading. For this item, students' responses on quantitative scaled items were coded as 1 for strongly disagree, 2 for disagree, 3 for agree, and 4 for strongly agree. Those codes were then used in cross-tabulation to see how students changed their responses between the two questionnaires. Cross-tabulation groups learners in this study by simultaneous membership in two or more categories, and shows how students changed their responses to the same item between the PreQ and PostQ.

Reading development correlates with instructional time, text type, and students' familiarity with the text (i.e., whether they had previously read the text in English, as with *HP*). Thus, students' overall reading journal scores on both rubrics were subjected to repeated measures analyses of variance (RM ANOVAs). A RM ANOVA looks for

relationships between several measurements of the same group over time, and is commonly used to find significant relationships between continuous variables. It also tested for the impact of instructional time and text on students' main idea and matrix scores from the teacher rubric. Finally, RM ANOVAs were used to test for significant change in students' comparison and textual evidence scores from the rater rubric to elucidate whether changes in mean score over time were statistically significant.

To give voice to the participants in this study, direct quotations from students' questionnaire responses were used in the analysis (Duff, 2008; Saldaña, 2011; Sandelowski, 1994). Allowing learners to speak to their own experience is a means of accountability in applied linguistics research (Dörnyei, 2007; Duff, 2008) and pivotal to a learner-centered project like this one. Thus, quotations are used in their original form wherever possible.

RESEARCH QUESTION 2: ATTITUDES TOWARD CULTURAL LEARNING

To answer RQ2, which asked how students' perceptions of culture and cultural learning changed during the semester, PreQ and PostQ items that addressed culture were compared and analyzed for statistical significance. In particular, the data analysis focuses on two main aspects of cultural learning: students' understanding of culture and their perceptions of cultural learning. The changes in students' work in questionnaires and in the reading journals should reveal whether learners changed their understanding of culture, as well as their ability to demonstrate that change in their work with texts during the semester.

The first culture-related data point was students' understanding of culture. On the PreQ and PostQ, students responded to the question "What is culture?" by checking up to 15 items that could be included in an understanding of culture. Because two continuous variables (two means) were compared and because the same group answered the same question at two different times, a paired-samples t-test was used to reveal whether there were statistically significant changes in students' response to this item. The paired-samples t-test is commonly used to examine statistically significant changes in continuous variables (such as scores) when the same group is measured at multiple points in time.

Once students' understanding of culture had been examined, the next step was to look at changes in their perceptions of cultural learning, also collected from identical items on the PreQ and PostQ. Students wrote a short-answer response to the question "What must one do to learn about a foreign culture?" and their responses were coded into six categories: (1) first-hand experience (includes immersion, travel, and interaction with native speakers); (2) knowing the language; (3) personal investment in learning; (4) open-mindedness; (5) using or studying cultural products (includes texts); and (6) discovering cultural perspectives (includes cultural comparisons). These codes were derived based on patterns identified in students' questionnaire responses and were not predetermined. Sample items in each category are included in the data analysis. If learners' responses fell into multiple categories, they were coded once per category. The total percentage of

responses in each category was calculated in order to observe major differences between learners' responses before and after working with FL texts through the reading journals.

The PostQ also collected data on how students felt the reading journals contributed to their overall cultural learning. These data were quantitative; students indicated how much they agreed with several culture-related statements on a scale of 1 (strongly disagree) to 4 (strongly agree).

CHAPTER SUMMARY

This chapter has described the research design and procedures as well as the methods used for data analysis. A mixed-methods approach was adopted in an attempt to address literacy development in beginning German classes. The research design allows for the exploration of trends in learners' reading comprehension development and cultural learning across various types of data over time, including student questionnaires and student reading journals. Analysis of student reading journals sought to examine students' development of reading abilities and cultural perceptions over time, while the PreQ and PostQ elicited student perspectives on the effectiveness of the reading journals and learners' feedback on the assignment. The next chapter examines development in students' reading comprehension as well as changes in their perceptions of cultural learning as they appear in data gathered through reading journals and questionnaires.

CHAPTER 4: RESULTS AND DATA ANALYSIS

INTRODUCTION

Chapter 4 presents study results and an analysis of those results as they relate to the research questions relating to reading comprehension and perceptions of cultural learning. Statistical methods of analysis are used to highlight significant relationships between various independent and dependent variables, such as whether students' reading journal (RJ) scores are related the text type they read. Descriptive statistics and, where possible, parametric test results are presented for each relevant data point. The chapter concludes by addressing the research questions, with connections to the research findings presented in Chapter 2. After recounting the relevant data points for each question, the section ends with a discussion of results as a whole and looks at learners' reading development and changes in attitude toward culture and cultural learning.

The main objective of this study was to explore whether second-semester L2 German learners' reading comprehension and their notions of culture and cultural learning changed during a semester in which they worked with guided reading journals. Although the study design does not allow for conclusions about causality, it can reveal whether learners changed in their reading abilities or perceptions of cultural learning after a full semester of working with the reading journals. Due to the specificity of this population, however, this study's findings remain necessarily tentative.

RESULTS: L2 READING DEVELOPMENT

The first research question asks how students develop in their reading abilities through working with reading journals. Planning effective L2 reading instruction requires a deep understanding of the beginning learner's reading experience, specifically, how they work with texts at both low and high levels of processing. To identify changes in learners' global L2 reading comprehension, instructors' scores for main idea statements and matrix scores on the reading journal were subjected to repeated measures analyses of variance (ANOVAs) that look for relationships between instructional time, text, and scores. Instructor and rater scores were then compared, and rater scores were studied for use of textual evidence to see if students developed in these areas.

STUDENT FAMILIARITY WITH *HARRY POTTER* (PREQ)

Given the substantial amount of research that points to the contribution of background and cultural knowledge to L2 reading comprehension (Bernhardt, 1991; Carrell, 1984; Hammadou, 1991; Leeser, 2007), this section discusses students' familiarity with the texts they read for each RJ assignment. In particular, the PreQ elicited information about students' familiarity with *Harry Potter and the Sorcerer's Stone* (Rowling, 1998a, 1998b), both the young adult novel and the film. As expected, a majority of students (42 out of 56, or 75%) was already familiar with the novel. Fifty-two students (94.5%) reported having seen the first film in the series; 3 said they had not seen it, and one student did not respond. It was thus generally assumed that most students were

familiar with the premise of the *Harry Potter* story, either from reading the novel or from seeing the film.

STUDENT ATTITUDES TOWARD L2 READING (POSTQ)

The PostQ elicited information regarding whether students felt the reading journals affected their own L2 reading abilities. The responses (Table 5) indicated that learners felt more confident in their own abilities to analyze and comprehend German texts. Thirty-one students (56.4%) responded *agree* to the statement "After completing the reading journals, I feel more confident about my ability to comprehend and analyze German texts." Twelve learners (21.8%) responded *definitely agree* to this item. In total, over three quarters of students felt that this assignment enhanced their reading abilities. Students also reported that reading became easier as a result of working with reading journals. To the statement "Reading texts became easier over the course of the semester because of the practice I gained through the reading journals," 28 students (50.9%) responded *agree* while 13 (23.6%) responded *definitely agree*.

Table 5: Learner Feedback on Reading Journals from PostQ

	1 (Definitely disagree)	2 (Disagree)	3 (Agree)	4 (Definitely agree)	n
After completing the reading journals, I feel more confident about my ability to comprehend and analyze German texts.	1 (1.8%)	11 (20.0%)	31 (56.4%)	12 (21.8%)	55
Reading texts became easier over the course of the semester because of the practice I gained through the reading journals.	4 (7.3%)	10 (18.2%)	28 (50.9%)	13 (23.6%)	55

EXTERNAL RELIABILITY OF INSTRUCTOR RUBRIC

As mentioned in Chapter 3, no interrater reliability testing was conducted for the original teacher rubric. To alleviate this problem, a new rubric was designed to test whether teachers' scores correlated with those of impartial raters who graded students' anonymized work. Correlational analyses were run on three different parts of these rubrics: (1) scores for audience identification, worth 3 points on both rubrics; (2) scores for comparison of the two texts, also worth 3 points on both rubrics; and (3) composite RJ scores, worth 9 points on the rater rubric and 28 points on the instructor rubric. Only the instructor rubric assigned scores for the main idea of each text and matrix examples, while the rater rubric was the only one to explicitly evaluate students' use of textual evidence in the implications section of the journal. As seen in Table 6 and Table 7 below, the scores are numerically different but reflect the same patterns in audience, comparison, and composite scores.

Table 6: Descriptive Statistics for Scores from Teacher Rubric

	RJ1				RJ2				RJ3			
	Min	Max	M	SD	Min	Max	M	SD	Min	Max	M	SD
Main Idea Text 1 (HP)	2.00	3.00	2.732	.381	2.00	3.00	2.857	.281	2.00	3.00	2.964	.161
Main Idea Text 2 (non-HP)	2.00	3.00	2.679	.409	2.00	3.00	2.857	.312	2.00	3.00	2.839	.303
Matrix Text 1 (HP)	.00	3.00	2.741	.504	1.00	3.00	2.786	.425	2.00	3.00	2.857	.297
Matrix Text 2 (non-HP)	.00	3.00	2.866	.452	2.00	3.00	2.901	.242	2.00	3.00	2.911	.236
Audience	.00	3.00	2.259	.713	.00	3.00	2.42	.687	.00	3.00	2.357	.718
Comparison	1.00	3.00	2.455	.574	.00	3.00	2.303	.685	.00	3.00	2.705	.609
Total	**17.0**	**28.0**	**23.705**	**2.217**	**18.0**	**28.0**	**25.634**	**2.09**	**20.5**	**28.0**	**26.330**	**1.605**

Table 7: Descriptive Statistics for Scores from Rater Rubric

	RJ1				RJ2				RJ3			
	Min	Max	M	SD	Min	Max	M	SD	Min	Max	M	SD
Textual Evidence	.00	3.00	.635	.796	.00	3.00	1.011	.877	.00	3.00	1.112	.878
Audience	.00	3.00	1.582	.946	.00	3.00	1.81	.921	.00	3.00	1.668	.957
Comparison	.00	3.00	1.194	.875	.00	3.00	1.30	.844	.00	3.00	1.562	.839
Total	**.00**	**9.00**	**3.411**	**2.132**	**.00**	**9.00**	**4.113**	**2.045**	**.00**	**9.00**	**4.342**	**2.120**

Because the rubrics were on different numeric scales, with 28 possible points on the instructor rubric and nine points on the rater rubric, it was important to standardize teacher and rater scores so that they were in relation to their own mean and thus on a relativized scale. Once teacher and rater scores were standardized, Pearson's correlation coefficient was calculated for composite scores on each RJ to see whether the two groups graded consistently. Those correlations can be can be seen in Table 8.

Table 8: Correlations for RJ Total Scores between Teacher and Rater Rubrics

		RJ1	RJ2	RJ3
RJ1 total, teacher score	Pearson Correlation	.393**	.364**.	.476**
	N	56	56	56

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Correlations between teacher and rater composite scores for RJ1 (r = .393, p = .003) and RJ2 (r = .364, p = .006) were moderate, while the correlation for RJ3 (r = .476, p < .001) was strong; all correlations were statistically significant at the 0.01 level. When considering the correlation for RJ3, however, it is worth noting that all 15 students in one instructor's class received a perfect 3 on that journal for audience identification. Upon looking at students' work, it becomes apparent that not all of them wrote about audience in a way that would warrant a score of 3. This result is likely due to teacher fatigue at the

end of the semester. It also serves as a reminder that successful implementation of new pedagogical tools relies upon teachers' commitment, and their willingness to devote extra time and energy to their teaching responsibilities.

The moderate correlations between teacher and rater scores may also suggest that the additional points included for the task fulfillment, main idea, and logic on the instructor rubric were numerically unnecessary in terms of composite scores. Specifically, students' overall scores on the instructor rubric correlate with learners' scores when raters only assessed the implications section of the reading journal.[22]

A further issue impacting the correlations for composite RJ scores is the Cronbach's alpha coefficient calculated for RJ2. With all six independent raters, the RJ2 alpha was low ($\alpha = 0.525$, see Chapter 3), but increased to 0.722 when one rater's score was excluded from the calculations. However, it should be noted that despite the outlying score of that rater, the total reading journal scores still have a strong correlation, which speaks to the reliability of the instructor rubric, although it did not undergo formal interrater reliability testing.

[22] Given the moderate correlation between students' scores on the rater rubric, which only assessed the implications section, and the teacher rubric, which assessed the entire reading journal part by part, one could argue that only the implications section needs to be assessed at all. However, an ethical implication lies in such a claim. Students received feedback on every part of the reading journal from their instructors. This feedback on each individual section indicated which part(s) they needed to work on for their next RJ. Without this feedback, students may not have seen the improvement in summarizing the texts' main ideas, or in their ability to locate relevant textual evidence. Furthermore, students often have the expectation that they will be assessed for *all* of their work, not just the culminating section of an assignment where each part required time and effort. Thus, grading only the implications section would cheat students of feedback necessary in developing their low- and high-level text processing abilities.

Once the analysis for composite RJ scores was complete, correlations were performed on raters' and teachers' audience scores. The correlational analysis of standardized audience scores given by teachers and raters (see Table 9) shows that standardized scores from both groups on the audience section were strongly correlated on RJ1 (r = .438, p = .01) and strongly correlated on RJ2 (r = .536, p < .01) and RJ3 (r = .482, p < .01). The high correlation coefficients for each journal offer reliability for this category on both teacher and rater rubrics.

Table 9: Correlations between Teacher and Rater Rubric Scores on Audience Identification

	RJ1	RJ2	RJ3
Pearson Correlation	.438**	.536**	.482**
N	56	56	56

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

The similar increases and decreases in mean between rater and teacher scores, as well as the lack of variance in standard deviation between teacher and rater scores, speaks to the instructor rubric's external reliability as it connects with scores on the rater rubric. Finally, it is worth noting that teachers' mean scores were on average higher than those of independent raters, though they reflected the same patterns as raters' scores.

Finally, teachers' and raters' standardized scores for the comparison section of the reading journal were also subjected to a correlational analysis (presented in Table 10) to see if this section of the teachers' rubric offered a reliable score. Correlations were positive but of moderate strength between the two groups on RJ1 (r = .373, p = .005),

RJ2 (r = .273, p = .042) and RJ3 (r =.324, p = .015). The moderate correlations between rater and teacher scores offer some external reliability of the instructor rubric.

Table 10: Correlation between Scores on Text Comparison from Teacher and Rater Rubrics

	RJ1	RJ2	RJ3
Pearson Correlation	.373**	.273*	.324*
N	56	56	56

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

In general, students who scored well on one rubric tended to score well on the other, although not in each individual case, as indicated by the moderate correlations for text comparison. Given these modest correlations, we can assume that teachers' assessment of students' work was generally comparable to that of raters. Thus, only instructors' scores will be used for the remainder of the analysis.

COMPOSITE READING JOURNAL SCORES (RJ TEACHER RUBRIC)

In general, according to scores given by their instructors, students performed better on the reading journals as the semester progressed, as demonstrated by the descriptive statistics in the following table (Table 11) for RJ1 (M = 23.705, SD = 2.2172), RJ2 (M = 25.634, SD = 2.0900) and RJ3 (M = 26.330, SD = 1.6048). Twenty-eight points were possible on each journal on the instructor rubric. The range of scores decreased from RJ1 to RJ3 as students with the lowest scores earned higher scores across all three journals. The decrease in standard deviation between RJ1 and RJ3 shows that learners' scores deviated from the mean score less and less as the semester progressed. The

increase in mean score in combination with the decrease in standard deviation indicates that in general, students' reading journal scores increased and became less variant over time.

Table 11: Descriptive Statistics for Reading Journal Scores from Teacher Rubric

	N	Min	Max	M	SD
RJ 1	56	17.0	28.0	23.705	2.2172
RJ 2	56	18.0	28.0	25.634	2.0900
RJ 3	56	20.5	28.0	26.330	1.6048

The increase in mean score shows that students became better at reading L2 German texts over time. However, that improvement did not occur over even time intervals. The difference in scores between RJ1 and RJ2 was considerably greater than the increase between RJ2 and RJ3. The mean increase between RJ1 and RJ2 of 1.929 points, compared to the difference of .696 points between RJ2 and RJ3, suggests that students improved their scores the most between the first two journals. However, the variation in score increases could be due to a number of factors, including importantly the amount of time between RJ1, completed in week 4, and RJ2, submitted in week 12, approximately eight weeks apart (see Chapter 3 for timeline). In contrast, three weeks lapsed between the dates in November for RJ2 and RJ3—only a third of the time between the first two journals.[23]

[23] The reading journals were not evenly spaced over time because the topics for Chapters 9 (*In der Stadt* [In the city]) and 10 (*Auf Reisen* [On a trip]) were considered too repetitive with regard to the reading journals, which aimed to address broader cultural topics. For that reason, reading journals corresponded with chapters 7 (*Freizeit und Sport* [Free time and sports]), 10, and 11 (*Der Start in die Zukunft* [Entering the future]) in the textbook.

A repeated measures ANOVA (Table 12) tested for statistical significance in the increase in students' individual reading journal scores, particularly with regard to time[24] spent in instruction. Findings indicated a highly significant *p*-value, $F(2, 110) = 40.967$, $p < 0.001$) with a large effect size (η^2=.425), indicating that instructional time was a significant factor in the increase of students' scores.

Table 12: Output from Repeated Measures ANOVA on Average Reading Journal Scores – Tests of Within-Subjects Effects

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Time	Sphericity Assumed	207.107	2	103.554	40.697	.000	.425
Error(Time)	Sphericity Assumed	279.893	110	2.544			

DEVELOPMENT IN LEARNERS' LOWER-LEVEL READING ABILITIES (RJ TEACHER RUBRIC)

Students' matrix scores on the reading journal, given to them by instructors, show their ability to find relevant details as they read. Descriptive statistics generated for learners' matrix scores are presented in Table 13.

[24] Whenever 'time' is used in this dissertation, usually in reference to repeated measures ANOVAs that test for statistically significant changes over time, it refers to instructional time, i.e., time spent learning German in this course.

Table 13: Descriptive Statistics for Matrix Scores from Teacher Rubric

	N	Min	Max	M	SD
RJ1, Text 1 (*HP*)	56	.00	3.00	2.7411	.50444
RJ1, Text 2 (Interview)	56	.00	3.00	2.8661	.45218
RJ2, Text 1 (*HP*)	56	1.00	3.00	2.7857	.42488
RJ2, Text 2 (Customer review)	56	2.00	3.00	2.9018	.24158
RJ3, Text 1 (*HP*)	56	2.00	3.00	2.8571	.29717
RJ3, Text 2 (Book review)	56	2.00	3.00	2.9107	.23563

Students tended to score higher matrix scores for the expository text than for the narrative one. The means for the *HP* narrative (Text 1 in each set) were 2.7411 on RJ1, 2.7857 on RJ2, and 2.8571 on RJ3, compared with means for the expository text of 2.8661 on RJ1, 2.9018 on RJ2, and 2.9107 on RJ3. Standard deviations for the expository (Text 2 in each set) were consistently higher than those for *HP*, which meant that more students tended to score closer to the group average. These results point to the possibility that students may have been slightly better at finding relevant details in an expository text they had not previously read in English. Given the research on narrative vs. expository text comprehension in the L2, one might expect that students' background knowledge would have helped them better read for details with the Harry Potter text. However, this does not appear to be true, as students' mean matrix scores were higher for the expository text.

Students' scores on the matrix (using the instructor rubric in Appendix F) were subjected to a repeated measures ANOVA to look for an effect of time and text on mean scores. Results in Table 14 indicate that time spent in instruction was not significant in its relationship to the score, $F(2, 54) = .916$, $p = .406$.

Table 14: Output from Repeated Measures ANOVA for Matrix Scores - Multivariate Tests (Time)

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Wilks' lambda	.967	.916	2.000	54.000	.406	.033

Because students read different macro-genres, this analysis is also concerned with whether they consistently demonstrated better comprehension of the narrative *HP* excerpt than the expository text in each set. For this reason, the repeated measures ANOVA also tested for the impact of text type on students' matrix scores (see Table 15). A significant relationship was found between text and matrix score, $F(1, 55) = 17.376$, $p < .001$), with a large effect size ($\eta^2 = .240$).

Table 15: Output from Repeated Measures ANOVA for Matrix Scores - Multivariate Tests (Text)

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Wilks' lambda	.760	17.376	1.000	55.000	.000	.240

The actual difference in point value between the Text 1 and Text 2 means (depicted in Table 16) was barely one-tenth of a point, with a mean difference of .098 and a similarly small 95% confidence interval [.051, .145]. The significant p value ($p < .000$) indicates that the changes in learners' comprehension of narrative and expository texts did not occur by chance, and the small confidence interval means that future studies would likely also find only a small difference in matrix scores between these two text types. These results suggest that reading for detail is challenging for this level of L2 learner, regardless of a text's macro-genre. Therefore, while students appear to be slightly better at reading

for details in the expository text than in the narrative one, and while text type does make a small difference in learners' matrix scores, the difference is not so great as to suggest that learners can comprehend one text type significantly better than the other.

Table 16: Output from Repeated Measures ANOVA for Matrix Scores - Pairwise Comparisons (Text)

(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.	95% CI[b]	
					LL	UB
2 (Non-*HP* text)	1 (*HP* text)	.098*	.024	.000	.051	.145

*. The mean difference is significant at the $p < 0.05$ level.

DEVELOPMENT IN LEARNERS' HIGHER-LEVEL READING ABILITIES (RJ TEACHER RUBRIC)

The reading journal task was developed in part to track changes in students' higher-level reading abilities during the semester, which they documented in the main idea section of the reading journal. Descriptive statistics for students' main idea scores (depicted in Table 17)—one per text, totaling two per journal—reveal that as a group, learners performed better on the main idea section over time, as indicated by the increased means on each journal. Both the *HP* excerpt that summarized Harry's first experience with Quidditch (M = 2.7321) and the interview with kenjukate champion Bianca Bertulat (M = 2.6786) received the lowest means out of all of the texts. RJ2 means fell between those calculated for the other two journals, with both the *HP* excerpt and the customer review receiving an average of 2.8571. The *HP* excerpt for RJ3 received the highest mean main idea score (M = 2.9643), while the book review for German parents on children's career choices received a mean slightly lower than those for RJ3 (M =

2.8393). The standard deviation for each text reveals that the most variation in scores existed on RJ1 Text 1 (*SD* = .38096) and Text 2 (*SD* = .40931), while the least variation in scores occurred in main idea scores on the *HP* texts in RJ2 (*SD* = .28146) and RJ3 (*SD* = .16116). In sum, students were generally better at summarizing the main idea of the narrative *HP* text (Text 1) than the expository text (Text 2). Students' familiarity with narratives in addition to their familiarity with the *Harry Potter* story itself may have helped them with summarizing its main idea (Bernhardt, 1991; DuBravac & Dalle, 2002; Kintsch, 1998).

Table 17: Descriptive Statistics for Main Idea Scores, Teacher Rubric

	N	Min	Max	M	SD
RJ1, Text 1 (HP)	56	2.00	3.00	2.7321	.38096
RJ1, Text 2 (Interview)	56	2.00	3.00	2.6786	.40931
RJ2, Text 1 (HP)	56	2.00	3.00	2.8571	.28146
RJ2, Text 2 (Customer review)	56	2.00	3.00	2.8571	.31209
RJ3, Text 1 (HP)	56	2.00	3.00	2.9643	.16116
RJ3, Text 2 (Book review)	56	2.00	3.00	2.8393	.30312

Learners' main idea scores from their instructors were analyzed in a repeated measures ANOVA that tested the relationship between time, text, and score. Results (see Table 18) indicated that the mean main idea score increased and standard error decreased between RJ1 (*M* = 2.705, *SE* = 0.49), RJ2 (*M* = 2.857, *SE* = 0.29) and RJ3 (*M* = 2.902, *SE* = 0.27). Table 19 shows that time spent in instruction had a significant relationship with students' main idea scores, $F(2, 54) = 7.753$, $p = .001$, with a large effect size ($\eta^2 = .223$).

Table 18: Output from Repeated Measures ANOVA - Estimates (Time)

RJ	M	Std. Error	95% CI	
			LL	UL
1	2.705	.049	2.607	2.804
2	2.857	.029	2.799	2.915
3	2.902	.027	2.848	2.955

Table 19: Output from Repeated Measures ANOVA - Multivariate Tests (Time)

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Wilks' lambda	.777	7.753	2.000	54.000	.001	.223

Table 20 illustrates that the mean main idea score for Text 2 in each set, i.e., the expository text, was slightly lower (M = 2.792, SE = 0.27) than students' average score on the narrative *HP* excerpt (M = 2.851, SE = 0.25). The difference in means suggests that students were better at summarizing the *Harry Potter* than the text that was culturally and topically unfamiliar to them.

Table 20: Output from Repeated Measures ANOVA - Estimates (Text)

Text	M	SE	95% CI	
			LL	UL
1 (*HP*)	2.851	.025	2.801	2.901
2 (non-*HP*)	2.792	.027	2.738	2.845

The macro-genre read for each journal (see Table 21) also appears to have had a significant relationship with students' main idea scores, $F(1, 55) = 7.753$, $p = .044$, with a large effect size ($\eta^2 = .223$). The mean score was higher for the narrative text than for the expository one, by approximately 0.6 of a point.

Table 21: Output from Repeated Measures ANOVA for Main Idea Scores – Multivariate Tests (Text)

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Wilks' lambda	.760	17.376	1.000	55.000	.000	.240

CHANGES IN LEARNERS' AUDIENCE IDENTIFICATION (RJ TEACHER RUBRIC)

Descriptive statistics for teacher scores on audience identification were generated to compare means and variance on each reading journal (see Table 22). Three points were possible for this category on the instructor rubric. Overall, the means calculated for teachers' scores on RJ1 (M = 2.2589), RJ2 (M = 2.4196) and RJ3 (M = 2.3751) reflect that students identified audience slightly better on RJ2 than RJ1, but did not see much improvement between RJ1 and RJ3.

Table 22: Descriptive Statistics for Audience Scores from Teacher Rubric

	N	Min	Max	Mean	Std. Deviation
RJ1 Audience	56	.00	3.00	2.2589	.71345
RJ2 Audience	56	.00	3.00	2.4196	.68607
RJ3 Audience	56	.00	3.00	2.3571	.71804

A minimal increase in mean score was identified in instructors' scores, indicating that teachers felt that students had trouble ascertaining texts' audiences as outlined in the RJ task sheet. Standard deviations for those scores also remain close to the same point, at approximately 0.7, which means that learners' scores did not vary much from the mean throughout the semester.

To test whether the small change in students' audience identification scores was significant with respect to time, a repeated measures ANOVA (Table 23) was run using

teachers' scores. The change in mean audience score over time was not found to be significant, $F(2, 54) = .933$, $p = .400$, and had a small effect size ($\eta^2 = .033$). The insignificance indicates that the little development that students did see in their ability to identify audience may change or not occur at all in future studies.

Table 23: Output from Repeated Measures ANOVA for Audience Scores from Teacher Rubric: Multivariate Tests (Time)

	Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
time	Wilks' Lambda	.967	.933	2.000	54.000	.400	.033

LEARNERS' COMPARISON OF TEXTS AND USE OF TEXTUAL EVIDENCE (RJ TEACHER AND RATER RUBRICS)

Teachers' raw scores were used to generate descriptive statistics for the comparison section of the reading journal (Table 24). The instructor rubric offered a total of 3 points for the quality of students' textual comparison in the implications section of the reading journal. These descriptive statistics show that the mean score varied minimally between journals and did not see a great increase over time. Teacher means and standard deviations on RJ1 ($M = 2.4554$, $SD = .57427$), RJ2 ($M = 2.3036$, $SD = .68542$) and RJ3 ($M = 2.7054$, $SD = .60885$) indicated that students received the lowest score on RJ2 but the highest on RJ3, with RJ1 lying closer to the score for RJ2. The fact that neither teacher nor rater scores varied much over time suggests that students saw minimal improvement in their comparison scores during the semester.

Table 24: Descriptive Statistics for Comparison Scores on Teacher Rubrics

	N	Min	Max	M	SD
RJ1 Comparison	56	1.00	3.00	2.4554	.57427
RJ2 Comparison	56	.00	3.00	2.3036	.68542
RJ3 Comparison	56	.00	3.00	2.7054	.60885

The instructors' scores were analyzed with a repeated measures ANOVA (Table 25) to see whether the change in mean score over time was statistically significant. The RM ANOVA revealed that the increase in instructors' scores was significantly related to time, $F(2, 54) = 10.728$, $p < .001$. The mean differences between RJ1 and RJ3 was approximately 0.3 points and the difference between RJ1 and RJ3. On a scale of 3 possible points, this difference is rather small, but its statistical significance points to the fact that learners' development in this area did not occur by chance. Students did not become dramatically better at drawing logical comparisons between German-language texts during the semester, but they did improve nonetheless, even if the change in average score was small.

Table 25: Output from Repeated Measures ANOVA on Students' Comparison Scores – Multivariate Tests (Time)

	Value	F	Hypothesis df	Error df	Sig.
Wilks' Lambda	.716	10.728	2.000	54.000	.000

To see whether students developed their ability to use textual evidence over time, raters' scores from the 'textual evidence' of the rater rubric were used to generate descriptive statistics (Table 26). (Scores for textual evidence were not included as a separate category on the instructor rubric; thus, raters' scores had to be used to examine

learners' development in this area.) Again, raters' mean scores in this category suggest that students did not improve much in using textual evidence between RJ1 (M = .6354, SD = .79575), RJ2 (M = 1.0107, SD = .87691) and RJ3 (M = 1.1116, SD = .87780).

Table 26: Descriptive Statistics for Raters' Textual Evidence Scores

	N	Min	Max	M	SD
RJ1 Textual Evidence	56	.00	3.00	.6354	.79575
RJ2 Textual Evidence	56	.00	3.00	1.0107	.87691
RJ3 Textual Evidence	56	.00	3.00	1.1116	.87780

The biggest difference in scores lies between RJ1 and RJ2, while the difference between RJ2 and RJ3 scores is minimal.

A repeated measures ANOVA was again used to test for the relationship between instructional time and students' textual evidence scores from the rater rubric (Table 27) The relationship between these two variables was found to be significant with respect to instructional time, $F(2, 54) = 8.347$, $p = .001$, indicating that instructional time may help students develop their ability to read for details. However, similar to the other parts of the reading journal, the increase was rather minimal—only approximately half a point on a scale of 3 available points.

Table 27: Output from Repeated Measures ANOVA on Raters' Textual Evidence Scores – Multivariate Tests

	Value	F	Hypothesis df	Error df	Sig.
Wilks' Lambda	.764	8.347	2.000	54.000	.001

RESULTS: STUDENT PERCEPTIONS OF CULTURE AND CULTURAL LEARNING

This study's second research question (RQ2) asks how beginning FL learners developed their understanding of culture and cultural learning as they engaged with FL texts through guided reading assignments over one 15-week semester. Again, the only claim this study can make in terms of learners' attitude changes is that they occurred in the same semester in which they reflected on culture as they read unabridged texts and wrote their reading journals. No causality can be claimed between the reading journals and attitude changes, however, it is possible to speculate why these changes occurred. Development in students' understanding of culture and perceptions of cultural learning was measured through culture-related items that were identical on the PreQ and PostQ.

CHANGES IN LEARNERS' UNDERSTANDING OF CULTURE (PREQ/POSTQ)

On both the PreQ and PostQ, students were asked about their perceptions of culture and to mark any or all of 15 items that could be included in an understanding of the term, including a space where they could add further items. Fifty-five out of 56 total students responded to this item on the PreQ and the PostQ. As shown in Table 28, the mean number of items increased between the PreQ and PostQ, from 10.84 on the PreQ to 12.27 on the PostQ. The average increase in number of items checked was 1.98 items (13.2%), pointing to a possible expansion of students' understanding of culture during the semester. The standard deviation also decreased by nearly one item between PreQ (*SD* = 3.03659) and PostQ (*SD* = 2.21489).

Table 28: Descriptive Statistics for Number of Checks under PreQ/PostQ Item "What is Culture?"

	N	Min	Max	M	SD
Number of items checked under "What is culture?" on PreQ	55	5.00	15.00	11.0364	3.03659
Number of items checked under "What is culture?" on PostQ	55	5.00	15.00	12.2727	2.21489
Difference in number of cultural items checked between PreQ and PostQ	54	-4.00	9.00	1.0926	2.59367

To test for significance in the mean difference between the number of items students checked as part of their understanding of culture on PreQ and PostQ, a paired-samples t-test was used (Table 29). Results indicate that the difference in the mean number of items checked on the PostQ minus those on the PreQ totaled 1.09259 points. This difference was found to be statistically significant ($t = 3.096$, $df = 53$, $p = .003$), again underlining the possible expansion of learners' understanding of culture during the semester and ruling out the possibility of random change. To support the significant *p*-value, the confidence interval was found to be approximately 1.5 points [.38466, 1.80053] out of a possible 15. This interval indicates a moderate, but not extreme, amount of variability in the change. Together, the statistically significant *p*-value with the modest confidence interval suggest that the change in the number of items students included in their definition of culture neither happened by chance, nor would the result be likely to be dramatically different in a replication study.

Table 29: Paired-Samples T-Test for Number of Items Checked under "What is Culture?" on PreQ and PostQ

	Paired Differences					t	df	Sig. (2-tailed)
	M	SD	SEM	95% CI				
				LL	UL			
Number of items checked on PostQ - Number of items checked on PreQ	1.09259	2.59367	.35295	.38466	1.80053	3.096	53	.003

The items that students could mark as part of their understanding of culture were grouped into the 3Ps (products, practices, and perspectives), to see whether one category changed more than the others. Table 30 compares the number of students who checked each item on the PreQ and PostQ. While the number of students who marked all boxes remained the same (21 on both PreQ and PostQ), on average, all items received more checkmarks on the PostQ than the PreQ except for social behavior; 55 students included it as part of their understanding of culture on the PreQ, while only 51 checked it on the PostQ.

Table 30: Breakdown of PreQ/PostQ Checklist for "What is Culture" into 3Ps[25]

Products	PreQ total (***n* = 55**)	PostQ total (***n* = 55**)	% change
pop culture	41	49	+ 19.5%
art	49	54	+ 10.2%
music	54	55	+ 1.9%
dance	50	51	+ 2.0%
stories	48	52	+ 8.3%
Products average			***+ 8.4%***
Practices			
historical events	42	49	+16.7%
social behavior	55	51	-7.3%
holidays	48	51	+ 6.3%
everyday events	41	43	+ 4.9%
Practices average			***+ 5.2%***
Perspectives			
facts[26]	36	40	+ 11.1%
ideas	44	45	+ 2.3%
stereotypes	29	37	+ 27.6%
perceptions/attitudes	48	49	+ 2.1%
individuals	40	41	+ 2.5%
Perspectives average			***+ 9.1%***

Comparison of the average percentage change for items that fall into products, practices, and perspectives suggests that students understanding of cultural perspectives expanded the most, with an average percent increase of 9.1%, followed closely by cultural products with an 8.4% average increase. Out of all individual items, stereotypes

[25] Some of the items in this table could fit into both categories. For example, *stories* could fall under both products and practices—they are both a cultural artifact and a cultural practice. However, in this study, *stories* were conceptualized as a product due to the nature of students' interaction with them in the RJs. If *storytelling* had been included in this list on the questionnaire, it could have been classified under *Practices*. In a replication study, this list could be modified so that each item easily falls into only one of the three categories.

[26] Facts are included in this category because what is and is not a fact is usually culturally determined and propagated by culture.

saw the largest percent increase between the two questionnaires (27.6%), and this increase appears to have contributed to the overall change in perspectives as a category. Although the reading journals did not address stereotypes explicitly, this may be a topic that was addressed in other parts of the course, e.g., in learning about cultural topics from the instructors or from the textbook.

STUDENT PERCEPTIONS OF CULTURAL LEARNING (PREQ/POSTQ)

On both the PreQ and PostQ, students were asked what they thought one must to do in order to learn about a foreign culture (PreQ item 13, PostQ 'Language Learning Beliefs' item 2). Fifty-five students responded to this item on the PreQ and 33 on the PostQ. The difference in number of total responses for this item could be attributed to the shorter amount of time students had to complete the PostQ in class (approximately 10 minutes) than the PreQ (approximately 15 minutes). This time difference, though unintentional, occurred largely because students took the PostQ during the last week of the semester, which tends to be a very busy week in the course syllabus. For this reason, several learners did not respond to short-answer items.[27]

[27] This difference does not necessarily invalidate this part of the analysis, because the majority of students still responded to this item on both questionnaires. However, the difference in the number of responses is admittedly large. For that reason, this point carries less weight in the current analysis of changes in students' perceptions of cultural learning. To ensure that this does not occur in a follow-up study, it may be more sensible to administer the questionnaire earlier in the semester, perhaps on the in-class discussion day for RJ3, which took place one week earlier). This would require modifications to the lesson plan for that day, but it would ensure that students had more time to fill out the questionnaire and respond to all of the items. Another alternative may be to shorten the questionnaire so that it can still be administered during the last week of classes, but still contain all of the necessary items that elicit information about changes in students' understanding of culture as well as feedback on the reading journals.

Because this was a short-answer item and thus required qualitative analysis, students' PreQ and PostQ responses were coded into the following six categories, based on trends identified by the researcher during data analysis (Braun & Clarke, 2013; Saldaña, 2012): (1) first-hand experience (includes immersion, travel, and interaction with native speakers); (2) knowing the language; (3) personal investment in learning; (4) open-mindedness; (5) using or studying cultural products (includes texts); and (6) discovering cultural perspectives (includes cultural comparisons). Categories were determined based on the data; they were not pre-determined before analysis began. Students whose responses fell into two categories were coded twice, once for each category. The number of comments in each category and representative student responses for each category are provided in Table 31.

Table 31: Representative responses to PreQ/PostQ Item "What must one do in order to learn about a foreign culture?"

Theme	**Representative responses**	**PreQ (*n*=32)**	**PostQ (n=32)**
First-hand experience (includes interaction with native speakers)	• *Immerse themself [sic] fully and dedicate time to learning about it.* (PreQ) • *[…] talk to a native! [My 506 instructor] would tell us stories and show pictures.* (PreQ) • *[H]ave a teacher/professor open to helping. [Timothy] does a great job.* (PreQ) • *Experiencing it first hand by visiting the country. Trying to understand their values. Learning their history* (PostQ)	24 (75.0%)	7 (21.9%)
Knowing the language	• *First learn the basics of the language spoken there.* (PreQ) • *Being amerged* [sic] *in the language* (PostQ) • *Being able to communicate* (PostQ)	2 (6.3%)	13 (40.6%)
Personal investment/interest in learning	• *Engage with that culture personally.* (PreQ) • *Have an interest in that culture* (PreQ)	7 (21.9%)	0 (0.0%)
Open-mindedness	• *Have an open mind to different things* (PreQ) • *Being able to set aside your personal perspective to absorb another openly.* (PostQ)	2 (6.3%)	4 (12.5%)
Using/studying cultural products	• *Read about their culture.* (PreQ) • *Plenty of reading and comparison* (PostQ) • *Exploring every aspect about a foreign culture through emersion [sic], travel, reading, and writing* (PostQ)	14 (43.8%)	11 (34.4%)
Discovering cultural perspectives	• *Trying to understand [the target culture's] values* (PostQ) • *Showing how their culture differs from ours.* (PostQ) • *Making comparisons with your own culture, as well as what is different between the two.* (PostQ)	0 (0.0%)	13 (40.6%)

The most striking difference between PreQ and PostQ responses to this item lies in the number of students who mentioned first-hand experiences like immersion or interaction with a native speaker as a necessity for cultural learning. The number of responses addressing experience decreased from 24 students (75.0% of respondents) on the PreQ to 7 students (21.9%) on the PostQ.

The number of students who mention cultural perspectives increased between the two questionnaires, from zero students (0.0%) on the PreQ to 40.6% (13 students) on the PostQ. The higher frequency of cultural perspectives on the PostQ was accompanied by a number of short-answer responses that addressed (cultural) comparison as well, a change that could be connected to a combination of the instructional environment and, more probably, the reading journals, which asked students to draw comparisons between audience and textual content. Although no causality can be proven here, the nature of the reading journal assignment may be one possible explanation for this increase.

Approximately the same percentage of responses on PreQ and PostQ addressed reading and studying cultural products as a way to learn about a foreign culture. On the PreQ, 14 students (43.8%) saw interacting with cultural products as a way to learn more about another culture and 11 (34.4%) on the PostQ. This number only saw a small decrease, but it is interesting to note that students see this as one way to explore another culture. Several students also mentioned this in their comments: "Read about their culture," "Plenty of reading and comparison," "Exploring every aspect about a foreign culture through [immersion], travel, reading, and writing." The representative responses for this category from the table above show that many of the comments regarding reading appeared on the PostQ; this trend is reflected in the remainder of student comments, despite the fact that the actual percentage of responses pertaining to this theme was smaller on the PostQ.

STUDENT IMPRESSIONS OF CULTURAL LEARNING IN READING JOURNAL ASSIGNMENTS (POSTQ)

Post-study questionnaires collected student feedback about the reading journals and students' perceptions of how the assignment affected their cultural learning. Overall, students reported a positive impact of the reading journals, as displayed in Table 32. The majority of students (72.3%, $n = 54$) indicated they felt the reading journals helped them discover novel aspects of German-speaking cultures, with 11 students (20.4%) strongly agreeing with this statement and 28 students (51.9%) responding with *agree*. A similar number of students ($n = 54$) stated that class discussions on reading journal days also contributed to their understanding of German-speaking cultures: 15 students (27.8%) strongly agreed with this statement and 26 students (48.1%) agreed. From these questionnaire responses it can be deduced that students found the reading journals to be overall beneficial to their cultural learning.

Table 32: PostQ Responses Relating to Cultural Learning (PostQ 'Reading Journal Experience,' Items 4 and 7)

Questionnaire item	1 (strongly disagree)	2 (disagree)	3 (agree)	4 (strongly agree)	*n*
The reading journals helped me see aspects of German-speaking cultures that I might not have otherwise discovered.	3 (5.5%)	12 (22.2%)	28 (51.9%)	11 (20.4%)	54
Class discussions about the reading journals contributed to my understanding of German-speaking cultures.	3 (5.4%)	12 (21.4%)	26 (46.4%)	15 (26.8%)	56

DISCUSSION

The first research question asked how learners' reading abilities changed during the course of the semester. This study operationalized those changes through reading journal scores, both the composite score and its individual parts. The results indicate that as a group, learners made more gains in lower- than in higher-level reading abilities, although this development may have varied on an individual basis.

As indicated by their matrix scores, students enhanced their ability to read for relevant details over time in both narrative and expository texts. They improved their lower-level reading abilities such as word identification and syntax parsing. Text had a statistically significant relationship with students' matrix scores, while time correlated only moderately with those same scores. In terms of learners' ability to find relevant details, the macro-genre of the text mattered more than the time spent in instruction.

There are a few possible explanations for why learners consistently received higher matrix scores for the expository text than for the narrative *Harry Potter* excerpt. One reason may be that learners anticipated the challenge of reading the expository text and thus read it more carefully or read it more than once. The strategy of reading texts multiple times was suggested to learners on several occasions by both their instructors and by the researcher, and students were able to try out this strategy on reading journal introduction days. Yet another explanation may be offered in what was perhaps the most interesting finding from Hammadou's (1991) study: that self-reported background knowledge on a topic does not always correlate with how well students will comprehend

or recall that text. In other words, students in this study may have reported familiarity with *Harry Potter* but were better able to read the topically unfamiliar text *despite* their relative lack of background knowledge about it.

A less desirable but nonetheless plausible explanation may be that, because the expository texts could all be easily accessed on the Internet, students had the opportunity to copy and paste large sections of the text into online translation services such as Google Translate. Even the dubious translation provided by such services would help students to more easily locate details pertaining to the themes identified for each journal. Many learners (47, or 83.9%) admitted on the PostQ to using online translators in order to either look up individual words or to read the entire text. Although they were strongly discouraged from making use of such services and were asked to use hard-copy dictionaries instead, it was impossible to control for this variable without using class time to read the texts and complete the journals in a controlled environment.

As discussed in Chapter 2, several studies have offered convincing but conflicting evidence on which macro-genre is easier for learners to comprehend. Furthermore, only a relatively small amount of research exists on how macro-genre impacts learners' reading comprehension. DuBravac & Dalle's 2002 study noted that students were able to recall more details from expository texts. Although the task of finding relevant details is not exactly the same as writing a recall of a text, both do require lower-level reading abilities such as orthographic processing, syntax processing, and word recognition. Thus, it is possible to conclude that DuBravac & Dalle's finding holds true for learners in this study:

in terms of lower-level processing, students tend to fare better on expository texts than on narratives.

While the relationship between text and students' matrix scores remained statistically significant, time spent in class (i.e., instructional time) had less of an impact on learners' ability to find relevant textual evidence to include in their matrices. This lack of statistical significance may be explained by several factors. First, the task of reading for textual details was new to most students, as indicated in their PostQ feedback; 38 out of 54 students reported that the reading journals were different from other kinds of assignments they had done in FL courses, supporting the earlier assertion in Chapter 1 that students are not often asked to support their arguments about a text with its language in FL courses. Second, low L2 proficiency likely prohibits some learners—especially those who received lower RJ scores—from finding textual details appropriate for their subsequent comparison of the texts, aligning with studies that report L2 proficiency as major predictors of L2 reading comprehension (Jeon & Yamashita, 2014; van Gelderen et al., 2004). The significant relationship between time and textual evidence scores and time and comparison scores indicates that despite the high *p*-values, it is only possible to say that students improved, but minimally so, in these areas during one semester.

Instructional time was significantly related to main idea scores and to learners' capacity for finding relevant quotations, but it did not appear to affect students' ability to use textual evidence in a comparison of two texts. Although the increase in students' scores was statistically significant, students improved only marginally in these two

abilities. This result suggests that using textual evidence to support a comparison of two FL texts is difficult for second-semester students. Such a result is likely due to their low language proficiency, as shown by many studies that offer evidence for L2 proficiency as an important predictor for reading comprehension (Jeon & Yamashita, 2014). As such, language proficiency is one likely factor in how well students can select textual details to include in a thematically organized matrix. Learning to rely on the text to strengthen one's argument may be good practice for students in the long term, but instructors should keep in mind that these may not be areas where students can show substantial development through only one semester of working with reading journals or reading unabridged texts.

Students' higher-level reading abilities changed less than their lower-level ones, and the relationships between scores, time, and text varied more than in other scores. Learners used higher-level reading abilities in the main idea section of the RJ, in which they summarized each text with one concise sentence. Time (instruction over the course of the semester) and text had a statistically significant relationship with students' main idea scores. Learners tended to summarize the main idea of the narrative more accurately than that of the expository text.

The fact that learners received better main idea scores over time, in combination with the statistical significance of this increase, may have to do with students' familiarity with and expectations for the text type. The narrative macro-genre appears in nearly every culture, and almost always includes three basic components: an orientation, where

the context is established; a complication, in which a conflict occurs; and a resolution, in which the conflict is resolved (Martin & Rose, 2008). These three events occurred in each *HP* excerpt that students read. Each excerpt also contained lexio-grammatical features that always appear in narratives, such as narration of events, indicated through tense and temporal adverbs, character development, and the sharing of points of view, indicated through dialogue and reported speech (Crane, 2006; Ochs, 1997). These features span narratives across cultures, and were features that students likely expected to find and did in fact encounter, as they read *HP*. The students in this study, however, appeared to actually be worse at reading for detail in the narrative text, and better in the expository text, though only by a fraction of a point.

Learners saw varying improvement in their lower- and higher-level comprehension abilities, but overall, they did improve their reading abilities during the course of the semester. This development may be due to the amount of practice they had in working with 'real' language in reading the six texts they used to write their journals. However, the language and cultural learning occurring in other parts of the course may have also contributed to the increase in learners' composite RJ scores. In instructional environments, it is impossible to ascertain direct causality between student learning and pedagogical tools or approaches. However, it is likely that a combination of the reading journals, reading unabridged texts, and instructional time encouraged visible development in students' reading comprehension abilities.

Teacher feedback was likely an additional factor in students' overall improvement

on all parts of the assignment. On the PostQ, 50 students (89.3%, n = 56) reported that they found their teacher's feedback helpful in preparing their next journal. Given the improvement in their scores, it appears that students took their instructors' feedback seriously and incorporated it into their next journal. Without instructor feedback, learners may not have seen the same improvement on main idea and matrix sections of the RJ. All of these results underscore the importance of instruction in implementing an assignment like the reading journal, especially a task that is new to students and is unusual for a beginning-level L2 course.

In addition to minimal improvement in learners' high-level comprehension abilities, audience identification also improved only minimally, with no statistical significance in the increase. Teachers' scores show that learners did not improve much in their identification of audience during the semester, suggesting that that part of the task might be too difficult for students at this proficiency level. This could be true for a number of reasons: learners may not have the cultural knowledge required to complete such a task, knowledge that researchers know to be important in L2 text comprehension (Carrell, 1981; Erten & Razi, 2009; Johnson, 1981, 1982); three journals may not have been enough to show considerable improvement. Given the similar standard deviations of teachers' scores on audience identification for all three journals, expecting dramatic improvement in this area during one semester may be unrealistic. This result speaks to the developmental readiness of beginning L2 learners to see improvement in this area. Some of them may have been cognitively prepared to develop in this ability while others

were not. In any case, such high-level abilities take time and work to develop in any learner, let alone one with low L2 proficiency. It is still worth pursuing an assignment such as the reading journal that asks students to work on their higher-level reading abilities, however; instructors must simply be realistic in their expectations of how much development students can undergo in one semester of L2 learning.

In addition to their reading development, learners also saw changes in their attitudes toward culture and cultural learning during the semester they worked with reading journals. This data came primarily from PreQ and PostQ responses, in which students responded to items measuring their understanding of culture and cultural learning. One item on both questionnaires asked students to define culture by marking items that they might include in their definition. The number of items that students included in their understanding of culture for that part of the questionnaire saw a statistically significant increase between the PreQ and PostQ. This finding suggests that the increase did not occur by chance and that students expanded their definition of culture during the semester. It is also noteworthy that perceptions/attitudes (i.e., cultural perspectives) only saw a minimal increase in scores, from 48 students who marked it on the PreQ to 49 on the PostQ. Such a finding echoes the results of national surveys (i.e., Schulz & Ganz, 2010; Phillips & Abbott, 2011) that point to perspectives as the most neglected of the 3Ps in cultural instruction. Interestingly, the reading journals encouraged students to reflect on cultural perspectives more than other assignments in the course, in

particular as part of the final section of the assignment in which students predicted who might read each text and why.

Another questionnaire item asked students to write about what they thought they needed to do to learn about culture. For that item, students wrote a short answer response. Between the PreQ and PostQ, more learners commented at the end of the semester on the importance of discovering another culture's values or comparing cultures, while fewer learners mentioned interaction with native speakers or first-hand experience as an important aspect of cultural learning. The decrease between PreQ and PostQ in the number of students who mentioned immersion or study abroad as a way to learn about culture indicates that students changed their conceptions of how they can learn culture. None of their instructors were native speakers and at this point, few of them had ever been to a German-speaking country. In fact, for many students at this university, a semester abroad would be difficult to fit into their studies. However, students may have come to the realization that while immersion may still be an exciting and personally challenging way to learn culture, it is not the only one. The changes in other categories—especially in comments that address cultural perspectives and cultural products—further support the idea that students discovered other ways of learning about culture.

Students' PostQ comments on cultural learning could be explained with a number of reasons. First, and perhaps most optimistically, students may have felt that the reading they did in this course impacted their own understanding of culture and wished to reflect that sentiment in their comments. Such an explanation would be ideal, given that one of

the goals of the reading journal was to help students reflect on culture in general and to compare German and Anglophone cultures. A second explanation may be the questionnaire design: the questions that preceded these items on the PostQ all elicited student feedback on the reading journals, so students may have still been reflecting on that experience as they responded to the items about culture.

Additionally, learners indicated on the PostQ that the reading journals contributed to their cultural learning and that the assignment helped them see aspects of German culture that they would not otherwise have been able to discover.It is not this study's objective to prove that the reading journals were the catalyst for students' attitude changes. Furthermore, because questionnaire data were self-reported, these findings serve only as indirect evidence of their learning. By nature, FL courses consist of multiple elements, including grammar instruction, vocabulary practice, discussions about culture, and activities designed to help students with FL learning strategies, among others. Any and all course components could potentially alter the way students relate to and talk about the target culture. However, students reported a connection between the reading journals and their perceptions of cultural learning in their PostQ responses. Without a control group, it is impossible to say that reading journals directly contributed to student perceptions of changes in their own cultural learning; however, given the way in which students reflected on culture through completing them, the journals also cannot be completely ruled out as a possible contributor to these positive changes.

As Drewelow (2013) found in her study of learners' definitions of culture during one semester, few students include perspectives as an important element of a language course. Similar to her study, the learners in these second-semester German classes also did not include many perspective-related items in that definition, at least initially. However, that category of items attracted learners' attention on the PostQ than on the PreQ. This finding supports Drewelow's study in its assertion that students can indeed change their attitudes toward culture during the semester. Second, it is worthwhile to note that these learners did check some of the items pertaining to the perspectives category on the PreQ, before ever working with the reading journals, meaning that many of them already included these perspective-related items in their definitions of culture. This finding contradicts Drewelow's assertion that students generally do not see cultural perspectives as part of culture or cultural learning.

These culture-related questionnaire results also can, at least in theory, demonstrate the importance of instruction in helping students change their attitudes through using the L2 to do tasks that they enjoy doing. Schenker's (2013) study demonstrated this through the implementation of a computer-mediated chat exchange between German and American students. During her study, she too investigated how her students changed the way they value cultural learning as a part of language instruction, noting toward the beginning that many students tended to see culture and language as separate entities, and cultural learning as subservient to language learning. However, these attitudes changed over time in both the German and American students. They were able to learn about the

culture firsthand through the friendships they formed with one another, and reported toward the end of the semester that they enjoyed the exchange. While reading a text is obviously different than forming a friendship with a member from the L2 culture, Schenker's results as well as this one reinforce the importance of affect in language learning and FL reading (Horwitz, et al., 1986; Horwitz & Young, 1981; Saito, et al., 1999). The students in this study reported enjoying and benefitting from the reading journals and were excited to read *Harry Potter*, a text that many of them were already familiar with, in German.

Finally, it is worth noting that, although fewer students mentioned using or studying cultural products on the PostQ than on the PreQ, more of their PostQ comments referenced reading as one of the ways they could engage in cultural learning. Though a positive relationship between reading journals and changes in students' attitudes cannot be statistically proven, this is perhaps the best proof this study can offer for a connection between L2 reading and changes in learners' understanding of culture. One of the reading journals' main goals was to help students reflect on and compare cultures, so it would be desirable if students saw the change in their own attitudes toward culture as a result of working with this assignment.

CHAPTER SUMMARY

This chapter presented quantitative and qualitative results from the pre- and post-study questionnaires and from the assessment of students' reading journals using the rater and teacher rubrics. The goal of the study was to examine development in second-

semester L2 German learners' reading comprehension and cultural learning through these instruments. Major findings indicated that during the semester, students changed their understanding of culture itself and of the processes and experiences involved in cultural learning. In terms of development in students' reading abilities, this study found that learners seemed to improve the most on reading for the main idea, a finding that indicates development in higher-level reading comprehension processes. In contrast, students' ability to read closely for details also improved somewhat, as evidenced by a statistically significant increase in matrix scores on the teacher rubric over time. Though these scores indicated that students seemed to improve at reading for relevant details, independent raters' scores showed that there was minimal improvement in their ability to use that textual evidence to support an argument. The results discussed here serve as a reminder that instructional objectives need to be realistic for all learners.

A caveat should be made with respect to individual differences in reading development, an area of L2 studies that remains under-researched (Grabe, 2009; Koda, 2005). More recent studies (Hiromori, Matsumoto, & Nakayama, 2012; Matsumoto, Nakayama, & Hiromori, 2013) have found that L2 readers' individual difference profiles and reading comprehension development are influenced by their language learning beliefs and motivation levels. Other studies (Kambi-stein, 2003; Mori, 1999) have suggested that learner strategy use is influenced by motivation level and language learning beliefs. Any of the changes outlined here could be attributed to individual learners' personalities, motivation, affect, and language learning beliefs. These individual

changes most likely cannot account for the overall changes in the group, but they may be able to account for why some students developed more than others.

This study's findings carry implications for pedagogical approaches to reading at the beginning level; those implications are discussed in the next chapter.

CHAPTER 5: CONCLUSION

INTRODUCTION

This project aimed to examine L2 reading comprehension and cultural learning in early L2 German instruction as it pertains to students' work with guided reading journals. The first research question asked how beginning students' L2 reading comprehension changed through working with guided reading journals, while the second investigated their cultural learning development during the semester. Although this study explored the development of a particular student population, transferability and generalizability are important parts of educational studies such as this one (Braun & Clarke, 2013; Dörnyei, 2007; Mackey & Gass, 2005). With this in mind, this chapter suggests implications for L2 reading and literacy development, and offers suggestions for how the study's findings connect to the current state of general education in the United States.

SUMMARY OF FINDINGS

In fall 2012, 56 beginning L2 learners of German from a large public university in the southwestern United States participated in a study that investigated development in their reading abilities and their attitudes toward culture and cultural learning. The data analysis utilized a triangulated approach that included pre- and post-treatment questionnaires and student reading journals. In the study, students engaged with a total of nine unabridged texts and independently completed three reading journals in preparation for structured class discussions, where they shared their interpretations of the texts with one another. The reading journals were designed to document learners' development in

reading comprehension (both low- and high-level processes), while the pre- and post-study questionnaires tracked changes in students' understanding of culture and cultural learning, as well as their attitude toward ambiguity in L2 reading. In addition, the pre-study questionnaire elicited learner demographic information, such as number of academic credit hours and major, while the post-study questionnaire collected feedback on the reading journal assignment.

As discussed in Chapter 4, the study found changes in students' reading comprehension that addressed research question 1. Students improved in their overall reading journal scores, with the group as a whole showing a statistically significant increase in total score from the first to the third reading journal task; this held true for work that was graded by both their instructor (who graded the reading journal section by section) and an independent rater (who assessed only the implications section).

However, examination of students' performance on individual sections of the reading journals revealed more improvement in lower-level reading processes (which were operationalized in their matrix scores) than in higher-level ones (operationalized in the main idea, audience identification, and topic comparison scores). Learners' main idea scores changed depending upon instructional time and text type, and they improved the most in this section of the reading journal, with slightly better performance on the narrative *HP* text. This result may correspond with students' familiarity and previous experience with the *Harry Potter* film(s) and novel(s), and dovetails with research that has shown improved overall reading comprehension when L2 users had substantial

background knowledge about and interest in the text (Carrell & Wise, 1998; Perfetti, Marron, & Foltz, 1996; Pritchard, 1990).

Time spent in instruction had less of an effect on students' ability to read for details and find relevant quotations to include in the text matrix, while text type had a more significant effect on this part of students' scores. Additionally, students were better able to find more relevant details in the expository text. It was hypothesized that learners read this text more carefully because they knew that they lacked background knowledge about it. Alternatively, because of the texts' availability online, learners could have used online translation software to help them read those texts.

Learners' scores for textual evidence and text comparison did not increase greatly over time, although the *p*-values for those increases remained statistically significant when scores were subjected to parametric tests. Average textual evidence and comparison scores fell from RJ1 to RJ2, while the RJ3 score evened out at just above the score for RJ1. This finding suggests that students' improvement may not have been consistent over time and that development of these abilities may not be linear or predictable, especially when students are examined as a group and not by individual case. The result also reinforces the suggestion made in Chapter 4 that individual differences may affect reading development in ways that this study cannot predict (Hiromori et al., 2012; Kambi-stein, 2003; Matsumoto et al., 2013; Mori, 1999).

Finally, these L2 readers improved over time in their ability to identify a text's audience and draw logical comparisons between texts, visible through a small though

statistically significant mean increase for these two values. These results indicate that the change did not occur by chance, and that the minimal increase in these higher-level reading comprehension abilities may take longer than one semester for L2 learners to develop. This is not to suggest that assignments such as the reading journal should not be pursued at an early stage in FL learning, indeed, such activities should be included at early levels exactly for that reason. Regular reading practice that addresses such higher-level comprehension processes will likely prepare learners for the reading required in advanced instruction.

In addressing the second research question, several major findings related to changes in students' perceptions of culture and cultural learning were found. First, students expanded their understanding of culture during the semester, as indicated by the increase of mean number of items students included in their understanding of the construct. Second, when asked on the pre- and post-study questionnaires about what cultural learning involved, learners' PreQ responses emphasized immersion and interaction with native speakers, while on the PostQ learners more frequently addressed discovering cultural perspectives, reading, and cultural comparisons. This outcome could have been a result of the instructional emphasis on cultural perspectives in the implications section of the reading journals. Third, students reported that the reading journals were helpful in their cultural learning, indicating that they may have encouraged students to discover parts of German-speaking cultures that they may not have learned about through other course elements. In combination, these results indicate that students

changed their perceptions of culture and cultural learning during the semester they read unabridged texts and worked with reading journals.

PEDAGOGICAL IMPLICATIONS FOR L2 READING INSTRUCTION

The results from this study carry implications for FL teaching and learning and add to the literature on beginning L2 reading development. First and foremost, these findings show that guided reading practice can be beneficial to second-semester L2 German learners in some respects (i.e., in helping them learn to read for the main idea in L2 texts), but minimally in others (i.e., audience identification, using textual evidence to support claims about comparisons). This project also challenges findings from studies that have only investigated linguistic or cognitive factors in reading comprehension (Akkakoson, 2013; Jeon & Yamashita, 2014; Sparks, Patton, Ganschow, & Humbach, 2012): if beginning L2 learners can find the main idea and relevant textual details in unmodified texts without having the L2 proficiency that is supposedly a major predictor of their reading ability, then proficiency may not be the most dominant predictor of reading comprehension as these studies suggest. The other 50% of reading, as Bernhardt (2005, 2011) notes, must lie in factors that are even more challenging to measure than L2 proficiency, such as background or cultural knowledge, individual factors, and affective factors. While this study does not measure those factors included in the other 50%, it does confirm Bernhardt's assertion that L2 reading comprehension, even at the beginning level, is not merely a linguistic and cognitive phenomenon.

This study's findings also support the effectiveness of the reading journal as a way to assess reading comprehension, and as a more holistic approach than detail-oriented comprehension checks (Gilmore, 2007; Shook, 1996). Unlike these types of questions, which tend to pre-determine important information, the reading journal allows for variation in learners' understanding of FL texts. Its open format encourages students to focus on details that they think are relevant for their comprehension of the readings, and allows for a comparison of the texts based on those details. Fostering diversity in textual interpretation among learners is yet another unique contribution of this project to beginning L2 reading. In broader terms, the task also helps students understand FL reading as not mere parsing of written language, but as a way to engage with another culture through its texts. Assignments like the reading journal can help practitioners and students to see that reading depends upon more than just language ability.

Additionally, the reading journals are a useful exercise in teaching students how to read FL texts. They not only help students use their L1 reading abilities in their L2 learning, but they also teach learners to think about the contexts in which FL texts are produced and consumed, and for whom they are written. In interacting with another culture's perspectives via its texts, learners are challenged to understand themselves as members of a socially established system that cannot be regarded as universal. The data in this study regarding perceptions of culture and cultural learning indicates that students changed their ideas about culture during the semester they worked with reading journals.

This change was not a result of working with reading journals; however, it is clear that the reading development and changes in attitude occurred alongside each other.

Developing L2 users' ability to read for detail and to use those details to support an argument about a FL text occurs gradually over time, as these results have shown. Students improved only minimally in putting textual language to work in a comparison of the texts. That ability may not necessarily be vital at the second-semester level, and it may also require more than a semester to learn. Using textual evidence to compare L2 texts may not be something learners were accustomed to doing in an FL class. Nevertheless, grounding arguments in textual language is useful practice for students' continued L2 study, as textual analysis and close readings will be expected of them in upper-level courses, and work at an early level may prepare them for further instruction (Berman & Bernhardt, 1999; Byrnes & Kord, 2002; Maxim, 2006; Swaffar & Arens, 2005).

The aspects of reading development discussed here require considerable time beyond one semester of FL instruction, reinforcing the importance of maintaining realistic expectations for beginning learners' development in one semester. With continued practice in working with texts in the ways suggested here, not necessarily through reading journals themselves, but through assignments that require similar abilities, students may experience more improvement in both lower- and higher-level reading comprehension abilities.

STUDY LIMITATIONS AND RECOMMENDATIONS FOR REPLICATION

As with all studies that take place in the rich and complex environment of a classroom, several improvements could be made to this project. First, the absence of a control group without the reading journals prevented an analysis of whether students who worked with reading journals experienced more improvement in reading comprehension than those who did not, or than those who underwent a different treatment. During the conceptualization stage of this project, a comparison group made up one section of GER 507 was added to the study to provide insight into how personalized text selection might impact students' abilities to work with the reading journals. As mentioned in Chapter 3, this data was ultimately excluded from the current study in order to manage the project's scope.

However, the exclusion of a control group was not fully disadvantageous. First, from a pedagogical standpoint, as a group, students across the four sections benefitted from this pedagogical intervention as the RJ was assumed to foster students' reading development. With a control group excluded from the study, all students had the opportunity to experience these changes. Furthermore, having three separate groups complete the same treatment, although they were not treated separately in the analysis, provides opportunity for later studies to examine whether the same trends occurred in each class; if each class undergoes the same treatment and experiences the same changes, those results could confirm the reliability of the treatment as a whole.

Despite the illustrated benefits of conducting a study without a control group, including such a group in the study design is a common practice in applied linguistics research. For that reason, replication studies should consider modifications to the data collection instruments and study design. Adding a control group, or at least a comparison treatment group, to the study would allow for further examination of the reading journal as an effective pedagogical tool, as opposed to other approaches to beginning L2 reading, such as the post-reading comprehension questions so frequently present in textbooks and other types of reading journals addressed in Chapter 3. For example, in a replication study, one group could work with the reading journals while another use a different pedagogical approach, such as comprehension questions, that only test comprehension of textual content. The same pre- and post-test could be used to measure which approach yields more change in students' L2 reading development.

The addition of a comparison group would also require changes to the questionnaires; items pertaining to reading journals would need to be excluded from questionnaires administered to the control group. Both questionnaires would include more items that measure students' attitude toward reading and cultural learning that would provide deeper insight into those issues as they pertain to beginning learners. In addition, a pre- and post-test that directly measures students' FL reading abilities would contribute important information about both groups. For example, students could read a short text, write its main idea, underline important concepts in the text, identify a text's audience, and respond to a question that asks them to reflect on a text's cultural context.

Such a task would share similarities with the reading journals in terms of the abilities they require, but any data analysis on those results would have to consider the time pressure under which students take the pre- and post-tests.

Additionally, a replication study should consider conducting follow-up interviews with the participating students to further investigate students' PostQ feedback on reading journals. Focus groups that take place directly after the end of the semester with students from different treatment groups could interrogate students' perceptions of the reading journal and whether it influenced their cultural learning and reading development. Interviews could also be used to further examine students whose perceptions of culture and cultural learning remained unchanged, or those whose PreQ and PostQ responses changed in other unexpected ways.

In this study, only one item between the PreQ and PostQ measured changes in students' attitude toward reading, and only two items addressed cultural learning. The analysis provided here puts great emphasis on these items. In a replication study, including more varied items on the PreQ and PostQ about students' attitudes toward cultural learning and reading development during the semester would provide a richer picture of these findings.

Future studies may also examine whether using culturally unfamiliar texts (i.e., not using *Harry Potter* or any other text that students have previously read in English) yields the same findings in reading comprehension development and cultural learning as were found in this study. Additionally, the use of other text types could provide more

insight into the relationship between genre and L2 reading comprehension, and may reveal whether particular text types (such as narratives) are easier or more difficult for beginning L2 readers to work with. The results gained from such a study would likely affect choices about which texts are included in commercial textbooks for beginning learners.

Finally, this study did not divide participants according to their demographic information (i.e., gender, year in school, or major). However, these factors may have contributed to varying amounts of development in this study's participants. In a replication study, it may be productive, for example, to probe whether more senior students receive higher scores on the RJ than younger students. Future studies might also examine the impact of gender on reading development or changes in learners' understanding of culture. Examinations of students in different demographic groups would reveal whether the reading journal is a more effective instrument for some groups than for others, and whether learners change their understanding of culture and perceptions of cultural learning in different ways.

CHALLENGES OF CLASSROOM RESEARCH AND DEVELOPMENT OF NEW FL LEARNING MATERIALS

Designing a classroom study and testing the effectiveness of FL learning materials is not an easy task, even for the most experienced researcher. In this study, several challenges were encountered along the way, the greatest being the feasibility of using an assignment such as the reading journal in the beginning FL classroom. The

practice of using the précis is currently not widespread; thus, the assignment as well as the theory behind it is new to both instructors and students. Implementing an assignment like the RJ requires time on the part of instructors and students to understand it. In addition, students run the risk of doing poorly on the assignment because it is somewhat unusual for an FL classroom. (This problem was avoided in the present study, however, in that students completed two reading journals for no grade—one of those done as a class—before writing one of their own.) A further aspect of feasibility is the time required to select texts; it took several hours to find texts that matched well with the theme of each reading journal, matched with each other, and contained enough of the relevant vocabulary from the current chapter. Challenges aside, students reacted positively to the reading journals once they learned what they were to do in the assignment, and it appears that the positive changes they experienced in their attitude toward culture and cultural learning were well worth the time invested in text selection and task design.

Whether the reading journals were feasible for instructors was also questionable, as evidenced by the one instructor who gave all of his students '3' on audience identification on the last reading journal. Teacher fatigue is a possibility in any semester, and grading reading journals is no easy task. Additionally, it takes time for teachers to prepare for reading journal days and to provide feedback on the lesson plan, task design, and grading rubric. Their dedication to the project was crucial for its success in the classroom

DIRECTIONS FOR FUTURE RESEARCH

While this study is a step toward developing a deeper understanding of the impact of guided reading practice on beginning L2 students' reading comprehension and attitudes toward culture, additional research is still needed to confirm this project's findings in other student populations and in language courses other than German.

The reading journal could be easily adapted for other courses, languages, proficiency levels, and student populations. To gather empirical evidence that supports that claim, researchers could examine whether students beyond the beginning level could complete the journal in the target language, for example, and whether similar results in reading development could be confirmed with languages with other orthographies. Such a study would be in line with Swaffar & Arens' (2005) book-length treatment of curricular approaches to developing literacy abilities. Writing the journal fully or in part in the target language may support additional aspects of students' L2 development. Yet another factor to examine is whether reading different texts for each journal (i.e., not having an excerpted text from the same book in each journal) or whether the journals' thematic alignment with the rest of the curriculum affects students' performance on the assignment.

This study adds to the research on the relationship between beginning L2 reading comprehension, student attitudes toward cultural learning, and text-based approaches to FL learning. It has also enhanced the already voluminous literature on the connections between background knowledge, cultural knowledge, and L2 reading comprehension.

Taken together, the findings from this study indicate that reading longer, unabridged and unmodified texts in the L2 is feasible for and beneficial to second-semester learners of German.

APPENDICES

APPENDIX A: LESSON PLANS FOR READING JOURNAL INTRODUCTION DAYS

Objectives:

- To understand that ambiguity is not only acceptable, but also inevitable when approaching an authentic text, and to develop strategies for dealing with that ambiguity. In other words, readers learn to rely on what they do know to create meaning from a text, instead of what they don't.
- To have a basic grasp of the précis (reading journal) and its elements, as demonstrated through reading a short text and being able to construct a précis of it with the help of the instructor.

Materials:

- tutorial lesson plan worksheet.docx, sample texts (Süddeutsche and CNN Money articles), questionnaire – pre-study.docx, grading rubric.docx
- reading journal task.ctrl.docx, Sample text cluster for homework – "Bildung" from *HP*, plus additional online text.

DAY 1

Lesson plan, (x3 75-minute classes):

- Explanation of reading journal task (10-12 minutes, in English)
    - Ask students who has read German texts before. Which strategies did you use?
    - Distribute reading journal task sheets
    - Task objectives
    - Texts – *HP* plus one thematically-related text for teacher-selected group; self-chosen topically related but generically different texts for self-selecting group
    - Brief rundown of reading journal task/précis (can let students take a few minutes to read assignment sheet by themselves)
- Make your own précis – using sample text from above, plus CNN Money article, "Was the recession a good thing?" Fill in the categories on the précis worksheet. (15-20 minutes, in language of sample texts)
    - Controlled précis – on précis worksheet, some categories are provided, along with some examples; students fill in the rest. They can either work alone or with a group to fill in additional categories and examples.
    - Briefly discuss results as a class. What might you fill in for the other sections of the précis? (Suggestion: start with examples, then move to focus, purpose/logic statements and implications)
- Administer pre-study questionnaire (15-20 minutes; in-class preferred, but if no time, students may bring completed questionnaire to class the next day)
- Questions? Comments?

- Homework: read Harry Potter excerpt and ZEIT article ("Strenge Regeln als Erfolgsmodell") and fill in the sample reading journal worksheet. We'll talk about it on Monday. We will also fill out a questionnaire about language learning experiences.

DAY 2

Lesson plan (x 3 50-minute classes)

For homework, students will have read a sample excerpt from Harry Potter, plus a thematically similar text from online.

- Proceed exactly as with sample précis on first day – ask students to work together to do each part of the reading journal assignment. (30 minutes)
    - Have students briefly compare the parts of their précis with each other; encourage them to ask each other why they wrote what they wrote, included what they did, etc.
    - Discuss each reading journal element as a class
        - Key words/phrases – which ones did students pick? Use the board to organize these words into the "who, what, and how" of the article. Can use these phrases to help students organize matrix.
        - Ask several students to share their matrices and explain their choices for their examples.
    - Reading strategies helpful? Who tried using the strategies presented on the reading journal task sheet?
    - May also want to show sample précis that I made and talk about that
- Administer pre-study questionnaire (15-20 minutes)

APPENDIX B: MATERIALS FOR PRACTICE READING JOURNAL #1 (SAVING HABITS)

Text comparison: Read both news articles on national saving habits and compare them in the chart below. One example has been provided for you.

"Deutsche horten 4.750.000.000.000 Euro"
Süddeutsche Zeitung, May 12, 2012

Keywords:

Main idea:

Logic:

"Was the recession a good thing?"
CNN Money, July 12, 2011

Keywords:

Main idea:

Logic:

	"Deutsche horten 4.750.000.000.000 Euro"	"Was the recession a good thing?"
Effects of the recession	"Trotz der Kursverluste an den Kapitalmärkten haben sie ihre Rücklagen weiter stark vermehren können - auf einen Rekordwert."	"high unemployment, falling home prices, stunted growth," but also "a much-needed financial wake-up call"
Saving habits		

Implications: Write 1-2 sentences in English to answer each question about how these texts connect. (For the entire prompt, see the reading journal task sheet.)

1) How do the texts' messages support/contradict each other?

2) Who would (and would not) read this text? What does the text say to its target audience? What might be the reaction of someone who is not in the target audience (like someone in another target culture, ethnic group, or socioeconomic class)?

CNNMoney
A Service of CNN, Fortune & Money

Was the recession a good thing?

By Katy Byron July 12, 2011: 10:24 AM ET

NEW YORK (CNN) -- The Great Recession had many lasting negative effects -- high unemployment, fallin stunted growth -- just to name a few. But the news isn't all bad.

The majority of Americans feel that the past few years provided a much-needed financial wake-up call, a n

Eight out of ten people surveyed say they now exercise more caution with their finances and "learned impc regarding savings, investing, and preparing for retirement," according to a joint study released Tuesday by SunAmerica Financial Group.

"In a very interesting way, [the recession] jolted the American public to think more seriously about their futu them to course-correct their savings and debt approach," said Ken Dychtwald, CEO and Founder of AgeW firm on population aging.

The young and the riskless

Some hard lessons learned from the risky behavior of the country's largest financial institutions -- about tw 1,001 people surveyed feel they now prefer investments that include a guaranteed return and want to prote against losses.

Protecting financial assets is five times more important than taking big risks that could yield high returns, th showed. The survey was conducted during the second quarter of this year.

A lasting legacy: Changes in people's savings and spending habits formed after the recession are likely t said Mark Vitner, senior economist, Wells Fargo Securities.

"This is something that's going to last a generation... we are going to see changes on the same order of ma what we saw after the Great Depression," Vitner said.

Dychtwald, who has studied the behaviors of the aging populations for 40 years, says these changes are p

"Before the recession I was worried that tens of millions of people were spending all their money and not s
fantasizing about a wonderful retirement... today I think people are trying to match their reality to their drea

Though **retirement savings are on the rise**, most people still feel concerned about their finances two yea
recession officially ended. More than a quarter feel angry about their financial losses, the survey found.

But Dychtwald points out that people are now feeling as much, if not more hopeful about their financial stat
before the recession hit, the study showed. ■

First Published: July 12, 2011: 9:03 AM ET

24. Mai 2012 15:46 Geldvermögen der Deutschen

Deutsche horten 4.750.000.000.000 Euro

Sie sparen sich reich: Das Geldvermögen der Deutschen ist so hoch wie noch nie. Trotz der Kursverluste an den Kapitalmärkten haben sie ihre Rücklagen weiter stark vermehren können – auf einen Rekordwert.

Diskutieren
Versenden
Drucken

Die Deutschen sind so reich wie nie. Rund 4.715.000.000.000 - vier Billionen siebenhundertfünfzehn Milliarden - Euro Geldvermögen haben die Deutschen im Jahr 2011 angehäuft. Diese Zahl hat die Bundesbank jetzt bekanntgegeben.

Damit sind die Bürger hierzulande so reich wie nie. Ungeachtet der Kursverluste an den Kapitalmärkten haben sie im vergangenen Jahr ihr Geldvermögen weiter stark vermehren können. Es wuchs um weit überdurchschnittliche 149 Milliarden Euro. Ein leichter Einbruch im dritten Quartal wurde zum Jahresende wieder aufgeholt.

Feedback
Startseite

Auch die privaten Schulden stiegen leicht um 21 Milliarden Euro auf 1,55 Billionen Euro. "Dabei sind vor allem Wohnungsbaukredite signifikant gestiegen, was sich auch in reger Bautätigkeit und steigenden Immobilienpreisen widerspiegelte", erklärte die Bundesbank. In der Schuldenkrise investieren immer mehr Verbraucher in Eigenheime - vor allem wegen der niedrigen Zinsen. Als Folge stieg die Verschuldung der privaten Haushalte auf den höchsten Stand seit Sommer 2007.

Als Grund für die positive Vermögensentwicklung nannte die Bundesbank den stabilen Arbeitsmarkt, der für hohe verfügbare Einkommen gesorgt habe.

Ansprüche gegen Versicherungen gezählt. Sachwerte wie Immobilien sind in der Statistik nicht enthalten.

Die Bundesbank hat auch zusammengestellt, wie sich die Geldvermögen in den vergangenen Jahren entwickelt haben. Mit Ausnahme einiger krisenbedingter Dellen - zuletzt nach der Lehman-Pleite 2008 - häufen die Deutschen seit Jahrzehnten stetig mehr Geldvermögen an. Zum Vergleich: Vor zwanzig Jahren waren es noch weniger als zwei Billionen Euro gewesen - weniger als die Hälfte des heutigen Wertes.

zur Startseite

Versenden Diskutieren Feedback an Redaktion Kurz-URL kopieren sz.de/1.1365643

Quelle und Bearbeiter: dpa/olkl/slbi/bbr

APPENDIX C: MATERIALS FOR PRACTICE READING JOURNAL #2 (*BILDUNG* [EDUCATION])

Text comparison: Read both news articles on national saving habits and compare them in the chart below. One example has been provided for you.

"Der Meister der Zaubertränke"
(Auszug von *Harry Potter und der Stein der Weisen*)

Keywords:

Main idea:

Logic:

"Strenge Regeln als Erfolgsmodell"
Die ZEIT, 29. Dezember 2011

Keywords:

Main idea:

Logic:

	Hogwarts (*Harry Potter*)	Bergius-Schule in Berlin (ZEIT Artikel)
Art und Ziel der Regeln (Nature and purpose of rules)		
Folgen, wenn man Regeln bricht (Consequences of following/not following rules)		

Implications: Write 1-2 sentences in English to answer each question about how these texts connect. (For the entire prompt, see the reading journal task sheet.)

1) How do the texts' messages support/contradict each other?

2) Who would (and would not) read this text? What does the text say to its target audience? What might be the reaction of someone who is not in the target audience (like someone in another target culture, ethnic group, or socioeconomic class)?

SCHULE

Strenge Regeln als Erfolgsmodell

Wer zu spät kommt, darf nicht mehr in die Klasse. Handys sind verboten, Kaugummis auch: Seit an einer Berliner Schule Strenge herrscht, sind die Anmeldezahlen explodiert.

von Anne-Sophie Lang | 29. Dezember 2011 - 06:45 Uhr

Hüseyin ist noch außer Atem, als er das Büro des Schulleiters Michael Rudolph betritt. Das Schuljahr ist keine sieben Wochen alt und der 14-Jährige kam fünfmal zu spät; im vorigen Schuljahr insgesamt elfmal. Seine Eltern wurden schon mehrmals in die Schule bestellt, kamen aber nie. Sie können kein Deutsch lesen, sagt Hüseyin, und verteidigt seine Verspätung: "Ich bin umgezogen, es ist so weit weg."

Mit seinen Verspätungen ist Hüseyin inzwischen eine Ausnahme. Denn an der Bergius-Schule in Berlin-Friedenau, einer Sekundarschule, herrschen klare Regeln: Wer nicht pünktlich da ist, steht vor verschlossenen Türen, muss klingeln und bekommt eine Strafaufgabe: im Herbst die Blätter zusammenfegen, im Winter den Schnee. Irgendetwas findet sich immer. Wer sein Sportzeug vergisst, hilft während der Sportstunde dem Hausmeister. Nach drei Verspätungen bekommen die Eltern Post. Fehlt ein Schüler ohne bekannten Grund, werden sie direkt angerufen. Kaugummis, Handys und Mützen auf dem Kopf sind im Unterricht verboten.

Hüseyin und Michael Rudolph sitzen sich gegenüber an dem alten Holztisch in Rudolphs Büro voller Bücherregale. Der Schulleiter im Anzug mit Seitenscheitel im grauen Haar und Oberlippenbart, der Achtklässler in Trainingsjacke und Turnschuhen und mit erstem Bartflaum. In der Ecke hängen die europäische, die deutsche und die Berliner Flagge und ein Porträt des Bundespräsidenten.

Rudolph fragt, was Hüseyin mal werden wolle. Der Achtklässler zuckt mit den Schultern. Autoverkäufer vielleicht. Er schaut auf den Boden, während Rudolph sagt, dass auch Autoverkäufer pünktlich zu Terminen erscheinen müssten. Hüseyin soll gleich aufschreiben: "Mein Schulleiter möchte meinen Vater schnellstmöglich sprechen", und diesen Zettel muss er morgen mit der Unterschrift seines Vaters wieder mitbringen. Eine Woche lang wird Hüseyin noch vor Unterrichtsbeginn den Hof saubermachen.

Was altbacken klingt, ist erfolgreich

Michael Rudolph führte diese Regeln ein, als er 2005 an die Bergius-Schule kam. In den Jahren zuvor hatte er an einer Schule in Kreuzberg gearbeitet und sich dort den Ruf erworben, Berlins strengster Schulleiter zu sein. "Es ist ein Kernbereich der Erziehung, Signale auszusenden, wenn sich jemand falsch verhält", sagt er. "Wir wollen das Verhalten der Schüler, wenn irgend möglich, positiv beeinflussen".

So altbacken das klingen mag, sein Konzept ist erfolgreich: Als Rudolph kam, stand die Bergius-Schule kurz vor der Schließung. Für das neue Schuljahr waren gerade einmal 38 Schüler für 116 Plätze im siebten Jahrgang angemeldet, der Rest wurde zugewiesen. Ein Jahr später waren es 91 Anmeldungen, 2011 dann 155 für 125 Plätze. Michael Rudolph hat eine Problem- in eine Musterschule verwandelt. Die Bergius-Schule hat heute auch unter Lehrern einen guten Ruf. Den Übergang von der Realschule zur Sekundarschule, die in Berlin mittlerweile Haupt- und Realschule zusammenfasst , hat sie gut überstanden.

Auch andere Schulen machen gute Erfahrungen mit strengen Regeln. An der Stuttgarter Rosenstein-Schule müssen Schüler in einen sogenannten Trainingsraum, wenn sie vier Mal stören, also etwa Hausaufgaben vergessen oder zu spät kommen. "Dort arbeitet der Lehrer die Verfehlung mit dem Schüler auf", sagt Schulleiterin Ingrid Macher. Das heißt: Der Schüler muss aufschreiben, was er falsch gemacht hat und dass er sich künftig an die Regeln hält; er unterschreibt eine Art Vertrag. Muss jemand zum vierten Mal in den Trainingsraum, tagt die Klassenkonferenz. Der Trainingsraum gehört zum Konzept der "sozialwirksamen Schule", das die Rosenstein-Schule umsetzt, genau wie etwa Medienerziehung, Benimmtrainings und die Ausbildung von Schülern zu Streitschlichtern. Auf das Konzept ist Macher stolz. "Viele Schulen haben zwar Regeln", sagt sie, "aber sie setzen sie nicht durch."

Klare Regeln beruhigen Eltern

Wenn sie es doch tun, kommt das bei Eltern offensichtlich gut an. Stefan Drewes, Vorsitzender der Sektion Schulpsychologie im Berufsverband Deutscher Psychologinnen und Psychologen, sagt: "Eltern wünschen sich, dass ihr Kind in einer immer diffuser werdenden Welt durch klare Grenzen geschützt ist und gut erzogen wird." Eltern hätten unter anderem Angst vor Mobbing in der Schule und davor, dass sich ihr Kind später auf dem Arbeitsmarkt nicht behaupten wird. Ein Teil scheue aber auch schlicht die Auseinandersetzung mit dem eigenen Kind – und überlasse sie lieber anderen.

In der Schule sei wichtig, dass alle die bestehenden Regeln befolgten, sagt Drewes – auch die Lehrer. Die Konsequenzen für Verstöße müssten schnell folgen. Sie sollten aber in direkter Verbindung zum Fehlverhalten stehen: Wer zu spät komme, könne etwa in der Kälte warten und so unmittelbar die Folgen seines Fehlers erfahren. Hofputzen sieht Drewes hingegen kritisch: "Das ist eher Strafe als sinnvolle Konsequenz."

Für Michael Rudolph funktioniert die Strafe trotzdem. "Die Schüler sollen bei uns lernen, das zu machen, was verlangt wird", sagt er. Er will sie damit für das Berufsleben fit machen. Seine Strategie klingt unfreundlich, der Schulleiter selbst ist es nicht. Er begrüßt die Schüler jeden Morgen persönlich am Eingang. Gegenseitiger Respekt ist ihm wichtig; zu den festgeschriebenen Maximen des Miteinanders an der Bergius-Schule gehören Kants Kategorischer Imperativ und Artikel 1 des Grundgesetzes: "Die Würde des Menschen ist unantastbar." Rudolph arbeitet eng mit den Eltern der Schüler zusammen und bleibt auch dran, wenn sie wie Hüseyins Eltern nicht reagieren. "Auch hilflose Eltern

sind ansprechbar", sagt er. Die strengen Regeln sind eingebettet in andere Maßnahmen, die die Kinder stärken und selbstständig machen sollen wie der Förderunterricht, die Drogenberatung und eine Konfliktlotsen-Ausbildung.

Auf jeden Fall ermöglicht Rudolphs Stil den Lehrern konzentrierten Unterricht. Keine Selbstverständlichkeit an einer Berliner Sekundarschule. Mittlerweile wird Rudolph von Schulräten aus anderen Bundesländern angerufen: ob er nicht mal vor ihren Schulleitern reden könne. Den strengsten Schulleiter Berlins amüsiert das. "Ich finde immer", sagt der 58-Jährige, "wir machen hier ganz normale Dinge".

vom Kopf zu reißen, doch er zog sich so eng zusammen, dass es wehtat. Und da war Malfoy, der ihn auslachte, jetzt verwandelte sich Malfoy in den hakennasigen Lehrer Snape, dessen Lachen spitz und kalt wurde – grünes Licht flammte auf und Harry erwachte zitternd und in Schweiß gebadet.

Er drehte sich auf die andere Seite und schlief wieder ein, und als er am nächsten Morgen aufwachte, erinnerte er sich nicht mehr an den Traum.

Der Meister der Zaubertränke

»Da ist er.«

»Wo?«

»Neben dem großen rothaarigen Jungen.«

»Der mit der Brille?«

»Siehst du sein Gesicht?«

»Siehst du seine Narbe?«

Ein Flüstern verfolgte Harry von dem Moment an, da er am nächsten Morgen den Schlafsaal verließ. Draußen vor den Klassenzimmern stellten sie sich auf Zehenspitzen, um einen Blick auf ihn zu erhaschen. Andere machten auf dem Weg durch den Korridor kehrt und liefen mit neugierigem Blick an ihm vorbei. Harry mochte das nicht, denn er war noch viel zu sehr damit beschäftigt, den Weg in die Klassenzimmer zu finden.

Es gab einhundertundzweiundvierzig Treppen in Hogwarts: breite, weit ausschwingende; enge, kurze, wacklige; manche führten freitags woandershin; manche hatten auf halber Höhe eine Stufe, die ganz plötzlich verschwand, und man durfte nicht vergessen, sie zu überspringen. Dann wiederum gab es Türen, die nicht aufgingen, außer wenn man sie höflich bat oder sie an genau der richtigen Stelle kitzelte, und Türen, die gar keine waren, sondern Wände, die nur so taten, als ob. Schwierig war es auch, sich daran zu erinnern, wo etwas Bestimmtes war, denn alles schien ziemlich oft den Platz zu wechseln. Die Leute in den Porträts gingen sich ständig besuchen,

und Harry war sich sicher, dass die Rüstungen laufen konnten.

Auch die Geister waren nicht besonders hilfreich. Man bekam einen fürchterlichen Schreck, wenn einer von ihnen durch eine Tür schwebte, die man gerade zu öffnen versuchte. Der Fast Kopflose Nick freute sich immer, wenn er den neuen Gryffindors den Weg zeigen konnte, doch Peeves der Poltergeist bot mindestens zwei verschlossene Türen und eine Geistertreppe auf, wenn man zu spät dran war und ihn auf dem Weg zum Klassenzimmer traf. Er leerte den Schülern Papierkörbe über dem Kopf aus, zog ihnen die Teppiche unter den Füßen weg, bewarf sie mit Kreidestückchen oder schlich sich unsichtbar von hinten an, griff sie an die Nase und schrie: »HAB DEINEN ZINKEN!«

Noch schlimmer als Peeves, wenn davon überhaupt die Rede sein konnte, war Argus Filch, der Hausmeister. Harry und Ron schafften es schon am ersten Morgen, ihm in die Quere zu kommen. Filch erwischte sie dabei, wie sie sich durch eine Tür zwängen wollten, die sich unglücklicherweise als der Eingang zum verbotenen Korridor im dritten Stock herausstellte. Filch wollte nicht glauben, dass sie sich verlaufen hatten, und war fest davon überzeugt, dass sie versucht hatten, die Tür aufzubrechen. Er werde sie beide in den Kerker sperren, drohte er, gerade als Professor Quirrell vorbeikam und sie rettete.

Filch hatte eine Katze namens Mrs. Norris, eine dürre, staubfarbene Kreatur mit hervorquellenden, lampenartigen Augen. Sie patrouillierte allein durch die Korridore. Brach man vor ihren Augen eine Regel oder setzte auch nur einen Fuß falsch auf, dann flitzte sie zu Filch, der zwei Sekunden später keuchend vor einem stand. Filch kannte die Geheimgänge der Schule besser als alle andern (mit Ausnahme vielleicht der Weasley-Zwillinge) und konnte so

plötzlich auftauchen wie sonst nur ein Geist. Die Schüler mochten ihn alle nicht leiden und hätten Mrs. Norris am liebsten einen gepfefferten Fußtritt versetzt.

Und dann, wenn man es einmal geschafft hatte, das Klassenzimmer zu finden, war da der eigentliche Unterricht. Wie Harry rasch feststellte, gehörte zum Zaubern viel mehr, als nur mit dem Zauberstab herumzufuchteln und ein paar merkwürdige Worte von sich zu geben.

Jeden Mittwoch um Mitternacht mussten sie mit ihren Teleskopen den Nachthimmel studieren und die Namen verschiedener Sterne und die Bewegungen der Planeten lernen. Dreimal die Woche gingen sie hinaus zu den Gewächshäusern hinter dem Schloss, wo sie bei einer plumpen kleinen Professorin namens Sprout Kräuterkunde hatten. Hier lernten sie, wie man all die seltsamen Pflanzen und Pilze züchtete und herausfand, wozu sie nütze waren.

Der bei weitem langweiligste Stoff war Geschichte der Zauberei, der einzige Unterricht, den ein Geist gab. Professor Binns war wirklich schon sehr alt gewesen, als er vor dem Kaminfeuer im Lehrerzimmer eingeschlafen und am nächsten Morgen zum Unterricht aufgestanden war, wobei er freilich seinen Körper zurückgelassen hatte. Binns leierte Namen und Jahreszahlen herunter, und sie kritzelten alles in ihre Hefte und verwechselten Emmerich den Bösen mit Ulrich dem Komischen Kauz.

Professor Flitwick, der Lehrer für Zauberkunst, war ein winzig kleiner Magier, der sich, um über das Pult sehen zu können, auf einen Stapel Bücher stellen musste. Zu Beginn der ersten Stunde verlas er die Namensliste, und als er zu Harry gelangte, gab er ein aufgeregtes Quieken von sich und stürzte vom Bücherstapel.

Professor McGonagall wiederum war ganz anders. Harry hatte durchaus zu Recht vermutet, mit dieser Lehrerin sei

nicht gut Kirschen essen. Streng und klug, hielt sie ihnen eine Rede, kaum hatten sie sich zur ersten Stunde hingesetzt.

»Verwandlungen gehören zu den schwierigsten und gefährlichsten Zaubereien, die ihr in Hogwarts lernen werdet«, sagte sie. »Jeder, der in meinem Unterricht Unsinn anstellt, hat zu gehen und wird nicht mehr zurückkommen. Ihr seid gewarnt.«

Dann verwandelte sie ihr Pult in ein Schwein und wieder zurück. Sie waren alle sehr beeindruckt und konnten es kaum erwarten, loslegen zu dürfen, doch sie erkannten bald, dass es noch lange dauern würde, bis sie die Möbel in Tiere verwandeln konnten. Erst einmal schrieben sie eine Menge komplizierter Dinge auf, dann erhielt jeder ein Streichholz, das sie in eine Nadel zu verwandeln suchten. Am Ende der Stunde hatte nur Hermine Granger ihr Streichholz ein klein wenig verändert. Professor McGonagall zeigte der Klasse, dass es ganz silbrig und spitz geworden war, und schenkte Hermine ein bei ihr seltenes Lächeln.

Wirklich gespannt waren sie auf Verteidigung gegen die dunklen Künste, doch Quirrells Unterricht stellte sich als Witz heraus. Sein Klassenzimmer roch stark nach Knoblauch, und alle sagten, das diene dazu, einen Vampir fernzuhalten, den er in Rumänien getroffen habe und der, wie Quirrell befürchtete, eines Tages kommen und ihn holen würde. Seinen Turban, erklärte er, habe ihm ein afrikanischer Prinz geschenkt, weil er dem Prinzen einen lästigen Zombie vom Hals geschafft habe, aber sie waren sich nicht sicher, was sie von dieser Geschichte halten sollten. Als nämlich Seamus Finnigan neugierig fragte, wie Quirrell den Zombie denn verjagt habe, lief der rosarot an und begann über das Wetter zu reden; außerdem hatten sie bemerkt, dass von dem Turban ein komischer Geruch ausging, und

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Ein großer Tag für Harry und Ron war der Freitag. Sie schafften es endlich, den Weg zum Frühstück in die Große Halle zu finden, ohne sich auch nur ein einziges Mal zu verirren.

»Was haben wir heute?«, fragte Harry Ron, während er Zucker auf seinen Haferbrei schüttete.

»Doppelstunde Zaubertränke, zusammen mit den Slytherins«, sagte Ron. »Snape ist der Hauslehrer von Slytherin. Es heißt, er bevorzugt sie immer. Wir werden ja sehen, ob das stimmt.«

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sich mit den anderen Schuleulen in die Eulerei zum Schlafen verzog. An diesem Morgen jedoch landete sie flatternd zwischen dem Marmeladeglas und der Zuckerschüssel und ließ einen Brief auf Harrys Teller fallen. Harry riss ihn sofort auf.

Lieber Harry, stand da sehr kraklig geschrieben,
ich weiß, dass du Freitagnachmittag freihast. Hättest du nicht Lust, mich gegen drei zu besuchen und eine Tasse Tee zu trinken? Ich möchte alles über deine erste Woche erfahren. Schick mir durch Hedwig eine Antwort.
Hagrid

Harry borgte sich Rons Federkiel, kritzelte *»Ja, gerne, wir sehen uns später«* auf die Rückseite des Briefes und schickte Hedwig damit los.

Ein Glück, dass Harry sich auf den Tee mit Hagrid freuen konnte, denn der Zaubertrankunterricht stellte sich als das Schlimmste heraus, was ihm bisher passiert war.

Beim Bankett zum Schuljahresbeginn hatte Harry den Eindruck gewonnen, dass Professor Snape ihn nicht mochte. Am Ende der ersten Zaubertrankstunde wusste er, dass er falsch gelegen hatte. Es war nicht so, dass Snape ihn nicht mochte – er hasste ihn.

Der Zaubertrankunterricht fand tief unten in einem der Kerker statt. Hier war es kälter als oben im Hauptschloss, und auch ohne die eingelegten Tiere, die in großen, an den Wänden aufgereihten Gläsern herumschwammen, wäre es schon unheimlich genug gewesen.

Snape begann die Stunde wie Flitwick mit der Verlesung der Namensliste, und wie Flitwick hielt er bei Harrys Namen inne.

»Ah, ja«, sagte er leise. »Harry Potter. Unsere neue – *Berühmtheit.*«

Draco Malfoy und seine Freunde Crabbe und Goyle kicherten hinter vorgehaltenen Händen. Snape rief die restlichen Namen auf und richtete dann den Blick auf die Klasse. Seine Augen waren so schwarz wie die Hagrids, doch sie hatten nichts von deren Wärme. Sie waren kalt und leer und erinnerten an dunkle Tunnel.

»Ihr seid hier, um die schwierige Wissenschaft und exakte Kunst der Zaubertrankbrauerei zu lernen.« Es war kaum mehr als ein Flüstern, doch sie verstanden jedes Wort – wie Professor McGonagall hatte Snape die Gabe, eine Klasse mühelos ruhig zu halten. »Da es bei mir nur wenig albernes Zauberstabgefuchtel gibt, werden viele von euch kaum glauben, dass es sich um Zauberei handelt. Ich erwarte nicht, dass ihr wirklich die Schönheit des leise brodelnden Kessels mit seinen schimmernden Dämpfen zu sehen lernt, die zarte Macht der Flüssigkeiten, die durch die menschlichen Venen kriechen, den Kopf verhexen und die Sinne betören … Ich kann euch lehren, wie man Ruhm in Flaschen füllt, Ansehen zusammenbraut, sogar den Tod verkorkt – sofern ihr kein großer Haufen Dummköpfe seid, wie ich sie sonst immer in der Klasse habe.«

Die Klasse blieb stumm nach dieser kleinen Rede. Harry und Ron tauschten mit hochgezogenen Augenbrauen Blicke aus. Hermine Granger saß auf dem Stuhlrand und sah aus, als wäre sie ganz versessen darauf, zu beweisen, dass sie kein Dummkopf war.

»Potter!«, sagte Snape plötzlich. »Was bekomme ich, wenn ich einem Wermutaufguss geriebene Affodillwurzel hinzufüge?«

Geriebene Wurzel wovon einem Aufguss wovon hinzufügen?

"Caput Draconis," said Percy, and the portrait swung forward to reveal a round hole in the wall. They all scrambled through it — Neville needed a leg up — and found themselves in the Gryffindor common room, a cozy, round room full of squashy armchairs.

Percy directed the girls through one door to their dormitory and the boys through another. At the top of a spiral staircase — they were obviously in one of the towers — they found their beds at last: five four-posters hung with deep red, velvet curtains. Their trunks had already been brought up. Too tired to talk much, they pulled on their pajamas and fell into bed.

"Great food, isn't it?" Ron muttered to Harry through the hangings. "Get *off*, Scabbers! He's chewing my sheets."

Harry was going to ask Ron if he'd had any of the treacle tart, but he fell asleep almost at once.

Perhaps Harry had eaten a bit too much, because he had a very strange dream. He was wearing Professor Quirrell's turban, which kept talking to him, telling him he must transfer to Slytherin at once, because it was his destiny. Harry told the turban he didn't want to be in Slytherin; it got heavier and heavier; he tried to pull it off but it tightened painfully — and there was Malfoy, laughing at him as he struggled with it — then Malfoy turned into the hook-nosed teacher, Snape, whose laugh became high and cold — there was a burst of green light and Harry woke, sweating and shaking.

He rolled over and fell asleep again, and when he woke next day, he didn't remember the dream at all.

THE POTIONS MASTER

"There, look."

"Where?"

"Next to the tall kid with the red hair."

"Wearing the glasses?"

"Did you see his face?"

"Did you see his scar?"

Whispers followed Harry from the moment he left his dormitory the next day. People lining up outside classrooms stood on tiptoe to get a look at him, or doubled back to pass him in the corridors again, staring. Harry wished they wouldn't, because he was trying to concentrate on finding his way to classes.

There were a hundred and forty-two staircases at Hogwarts: wide, sweeping ones; narrow, rickety ones; some that led somewhere different on a Friday; some with a vanishing step halfway up that you had to remember to jump. Then there were doors that

wouldn't open unless you asked politely, or tickled them in exactly the right place, and doors that weren't really doors at all, but solid walls just pretending. It was also very hard to remember where anything was, because it all seemed to move around a lot. The people in the portraits kept going to visit each other, and Harry was sure the coats of armor could walk.

The ghosts didn't help, either. It was always a nasty shock when one of them glided suddenly through a door you were trying to open. Nearly Headless Nick was always happy to point new Gryffindors in the right direction, but Peeves the Poltergeist was worth two locked doors and a trick staircase if you met him when you were late for class. He would drop wastepaper baskets on your head, pull rugs from under your feet, pelt you with bits of chalk, or sneak up behind you, invisible, grab your nose, and screech, "GOT YOUR CONK!"

Even worse than Peeves, if that was possible, was the caretaker, Argus Filch. Harry and Ron managed to get on the wrong side of him on their very first morning. Filch found them trying to force their way through a door that unluckily turned out to be the entrance to the out-of-bounds corridor on the third floor. He wouldn't believe they were lost, was sure they were trying to break into it on purpose, and was threatening to lock them in the dungeons when they were rescued by Professor Quirrell, who was passing.

Filch owned a cat called Mrs. Norris, a scrawny, dust-colored creature with bulging, lamplike eyes just like Filch's. She patrolled the corridors alone. Break a rule in front of her, put just one toe out of line, and she'd whisk off for Filch, who'd appear, wheezing, two

seconds later. Filch knew the secret passageways of the school better than anyone (except perhaps the Weasley twins) and could pop up as suddenly as any of the ghosts. The students all hated him, and it was the dearest ambition of many to give Mrs. Norris a good kick.

And then, once you had managed to find them, there were the classes themselves. There was a lot more to magic, as Harry quickly found out, than waving your wand and saying a few funny words.

They had to study the night skies through their telescopes every Wednesday at midnight and learn the names of different stars and the movements of the planets. Three times a week they went out to the greenhouses behind the castle to study Herbology, with a dumpy little witch called Professor Sprout, where they learned how to take care of all the strange plants and fungi, and found out what they were used for.

Easily the most boring class was History of Magic, which was the only one taught by a ghost. Professor Binns had been very old indeed when he had fallen asleep in front of the staff room fire and got up next morning to teach, leaving his body behind him. Binns droned on and on while they scribbled down names and dates, and got Emeric the Evil and Uric the Oddball mixed up.

Professor Flitwick, the Charms teacher, was a tiny little wizard who had to stand on a pile of books to see over his desk. At the start of their first class he took the roll call, and when he reached Harry's name he gave an excited squeak and toppled out of sight.

Professor McGonagall was again different. Harry had been quite right to think she wasn't a teacher to cross. Strict and clever, she gave them a talking-to the moment they sat down in her first class.

"Transfiguration is some of the most complex and dangerous magic you will learn at Hogwarts," she said. "Anyone messing around in my class will leave and not come back. You have been warned."

Then she changed her desk into a pig and back again. They were all very impressed and couldn't wait to get started, but soon realized they weren't going to be changing the furniture into animals for a long time. After taking a lot of complicated notes, they were each given a match and started trying to turn it into a needle. By the end of the lesson, only Hermione Granger had made any difference to her match; Professor McGonagall showed the class how it had gone all silver and pointy and gave Hermione a rare smile.

The class everyone had really been looking forward to was Defense Against the Dark Arts, but Quirrell's lessons turned out to be a bit of a joke. His classroom smelled strongly of garlic, which everyone said was to ward off a vampire he'd met in Romania and was afraid would be coming back to get him one of these days. His turban, he told them, had been given to him by an African prince as a thank-you for getting rid of a troublesome zombie, but they weren't sure they believed this story. For one thing, when Seamus Finnigan asked eagerly to hear how Quirrell had fought off the zombie, Quirrell went pink and started talking about the weather; for another, they had noticed that a funny smell hung around the turban, and the Weasley twins insisted that it was stuffed full of garlic as well, so that Quirrell was protected wherever he went.

Harry was very relieved to find out that he wasn't miles behind everyone else. Lots of people had come from Muggle families and, like him, hadn't had any idea that they were witches and wizards.

There was so much to learn that even people like Ron didn't have much of a head start.

Friday was an important day for Harry and Ron. They finally managed to find their way down to the Great Hall for breakfast without getting lost once.

"What have we got today?" Harry asked Ron as he poured sugar on his porridge.

"Double Potions with the Slytherins," said Ron. "Snape's Head of Slytherin House. They say he always favors them — we'll be able to see if it's true."

"Wish McGonagall favored us," said Harry. Professor McGonagall was head of Gryffindor House, but it hadn't stopped her from giving them a huge pile of homework the day before.

Just then, the mail arrived. Harry had gotten used to this by now, but it had given him a bit of a shock on the first morning, when about a hundred owls had suddenly streamed into the Great Hall during breakfast, circling the tables until they saw their owners, and dropping letters and packages onto their laps.

Hedwig hadn't brought Harry anything so far. She sometimes flew in to nibble his ear and have a bit of toast before going off to sleep in the owlery with the other school owls. This morning, however, she fluttered down between the marmalade and the sugar bowl and dropped a note onto Harry's plate. Harry tore it open at once. It said, in a very untidy scrawl:

Dear Harry,

I know you get Friday afternoons off, so would you like to come and have a cup of tea with me around three?

APPENDIX D: READING JOURNAL TASK SHEET

Overview

For each of three (3) assignments, you will read a series of two (2) texts outside of class and create a reading journal for each set. Each journal assignment includes elements of a précis, or a grid that helps you make an informed and consistent analysis of a text. For this analysis, conciseness and explicitness are rewarded, not wordiness or ambiguity. The précis is designed to reflect the difference between a text's facts and the strategy used to present those facts. These journals are worth 10% of your overall course grade.

The objectives for this assignment are as follows:

1. Learn to read selectively, looking for key words and phrases as opposed to reading word-for word, to find redundancies and to trace development of particular ideas or elaborations that suggest a text's point of view and main topical message.
2. Learn to explain and analyze a text's implications – how a text sends its information, its intended reader or audience, its genre or rhetorical features that present information (i.e., as a story or anecdote, a factual description, an opinion, a formal, informal, or conversational style).
3. Develop your own point of view with regard to the text's cultural messages through reflection about a text's intended audience (i.e., Germans as a whole, a particular ethnic or socioeconomic group within or outside Germany; relative strangers or people the writer identifies with) and their possible reaction to a particular text (i.e. would they find it entertaining, offensive, etc. and why?). Compare this reaction with one's own as a reader with similar or different social and educational background and experiences.

About the texts

The texts you will use for your reading journal come from several sources and address different topics. Each set begins with an excerpt from German and English translations of *Harry Potter and the Sorcerer's Stone* (*HP*), preceded by an English summary of what has happened in the story so far. The second text in each set is thematically related to *Harry Potter* and comes from online sources such as newspapers, magazines, and blogs. The journal themes, *Sport*, *Reisen*, and *Berufe*, correspond with themes you encounter in your textbook, *Deutsch: Na Klar!*.

How to read foreign language texts

While completing your assignment, read the *Harry Potter* excerpt *before* reading the other text and follow the steps below for each text.

1. First, read through the text *without looking anything up*.
2. Begin reading a second time and, while doing so, pick the five to ten words or phrases you feel are most important to improving your comprehension of the text.
3. After you finish reading the text a second time, look up these and phrases words and write their meaning(s) in your reading journal as described below.
4. Read the text at least one more time. The more you read a text, the more you will understand; *once is not enough*.

Reading journal components (précis elements)

The components of the reading journal are as follows. Please complete all points **for each text** you read.

1. **Title of each text.**

2. **Key words and phrases**: Reread the entire text, then identify 5-10 words and/or phrases per text you find essential to check on LEO or in a dictionary in order to comprehend the passage. Write these words/phrases and a short English translation in your journal. Pay attention to what the word means in that particular text.

3. Write a concise sentence about the text's **main idea**. Common main ideas: issues or problems of X; representative concerns/behaviors/features of X, institutions/systems, events and their characteristics or repercussions.
   For example: "Absenteeism is a problem in Berlin public schools and has major social implications for students, teachers, and parents."

4. Identify each text's **logic**. Write a sentence describing which rhetorical devices the text uses to deliver its point, for example, problems and solutions, as described features and their implications, as contrasts of viewpoints or events, etc. Typical verbs that indicate logic include: compare, contrast, link causally, cause, follow from, correlate.
   For example: "The text uses personal anecdotes to demonstrate the social consequences of student absenteeism, and offers possible solutions to the problem."

5. Using a table, give at least **two examples** (quotations) **from each text** to demonstrate the logic you identified. Include two column headings that compare how texts treat aspects of the same topic. (In your first journal, the matrix categories will be given to you, so you only need to fill in the examples.) Don't forget to include page numbers and the location on the page (oben, mitten, unten) (for example, *S. 159 oben*)
   Typical categories of information:
   - Stages in an event or process
   - Sources, conditions, or restrictions on a contexts
   - Participants or interest groups
   - Effects, impact, consequences
   - Goals, purposes to be realized.

   How to pick matrix categories/headings:
   - Step back from the texts and look for more abstract features/ideas/topics that the two texts have in common. Chances are good that it won't be concrete (like "people" or "places," but more abstract ("How stars are portrayed," "What it means to be a criminal," "Advantages/disadvantages of attending public school")
   - The categories you select need to be specific to these two texts. You probably won't be able to recycle them for your next reading assignment.
   - If you choose to use the suggested headings from the assignment sheet, apply them – for example, don't write "stages in an event or process," but instead name the stages and use those as your categories (if, of course, BOTH texts have these stages in common).

6. **Implications***:* Following from your matrix, write a brief critical reflection on both texts. When possible, include the German quote that you're referring to – you'll need to use the

same examples you included in your matrix to support your claims. In this section, you must address the following two points:

1) Based on your matrix, how do the texts' messages, delivery, language, genre, etc., compare? Where do you see differences or similarities? Think about: *how much* information each text gives, *what type* of information it is, its *approach* to that information, how it *presents* that information, and which information each text *prioritizes*. Do both texts treat information the same way?
2) Which German speaking audience might read each text? How might they react to it and why? What do you learn about the target audience by reading each text? In comparison, how would an American audience react and why?

Journal Checklist: Broken down, here's how each assignment looks:

	Journal 1	**Journal 2**	**Journal 3**
Title	German	German	German
Key words/phrases	German/English	German/English	German/English
Main idea	English	English	English
Logic	Statement in English, matrix in German (words and phrases directly from text)	Statement in English, matrix in German (words and phrases directly from text)	Statement in English, matrix in German (words and phrases directly from text)
Implications	English	English	English
% of final grade	2%	4%	4%
Reading journal due (discuss in class)	Thursday, September 20	Thursday, November 15	Thursday, November 29

Grading

Your reading journal will be graded on the following criteria and scored out of **28 points**:

1. **Task fulfillment [4 points]**: include all parts of the assignment.
    a. Documenting basic information about your texts in the heading = 1 point
    b. Selecting and translating 5-10 key words/phrases per text that are essential for understanding = 1 point per text.
    c. Using German and English as required (see **Journal Checklist** above) = 1 point.
2. **Précis criteria [24 points]**: ability to clearly state each text's main idea and logic, and to compare each text's handling or treatment of a topic in a table (matrix).
    a. Clearly identifying each text's main idea = 3 points per text
    b. Clearly stating each text's logic (how it rhetorically transmits its message) = 3 points per text
    c. Citing 2 relevant examples (quotations) per text in a matrix. (For reading journals #2 and #3, this category also includes creating relevant headings that connect the two texts.) = 3 points per text

    (Implications)

    d. Comparing the two texts' treatment of the topic (voice, elaboration, presentation of ideas) = 3 points
    e. Hypothesizing how each text's audience might think about this problem/issue/idea = 3 points

General tips:

- Ultimately, your reading journal should move from a summary of what the text says (in the main idea) to analysis of what it means/implies for other texts and its audience (in the implications). Each part should build on the last, moving further toward critical analysis in the implications section. In the implications section, you should build on what you showed in your matrix. Why are these particular categories important to each text?
- General suggestion for formatting: Organize #1-4 on the task sheet in columns or half-pages. After looking at each text separately in these first four steps, the matrix is where you begin comparing the texts' messages, and the implications section analyses how the texts' messages interact and what they imply for their audiences.

Format
Your reading journal should be in Times New Roman 12pt and no longer than 1-2 typed pages. Use the table function in Microsoft Word to help you lay out your logic chart. All reading journal assignments must be submitted in hard copy.

If you have questions or concerns, please feel free to contact your instructor at any time during the semester.

APPENDIX E: PRE-STUDY QUESTIONNAIRE

Please write legibly and answer all questions. Thank you for your participation!

PERSONAL INFORMATION

Name: _____ Year in school: _____

Major: _____ Email: _____

Credit hours this semester: _____ Hours worked per week: _____

Instructor: _____

LANGUAGE BACKGROUND

1. What determined your decision to enroll in this course?
   - ☐ Was advised by college advisor to take course
   - ☐ Continuing German instruction begun elsewhere
     where and when? _____
   - ☐ Self-placed
   - ☐ Other

2. Please check all instructional experiences you have had in learning German:
   - ☐ UT German courses (GER 506): _____
   - ☐ German high-school courses: for _____ years (_____ years ago)
   - ☐ Other German language courses/programs: _____

3. Please check all experiences in which you have had contact with the German language:
   - ☐ Grew up in a German-speaking family.
   - ☐ Lived in a German-speaking country. For how long? _____
   - ☐ Traveled to a German-speaking country. Which one(s)? _____
   - ☐ Had contact with German speakers. If so, in what context and how much? (Elaborate below.)
   - ☐ No contact.

4. Have you studied any other foreign languages before? If so, which ones?

5. Is there anything in particular you're interested in learning about German-speaking countries and/or German?

6. If you have studied German before, what do you like most about learning the language?

7. What kind of outcomes do you hope to gain from a language class?

8. Authentic materials are anything written for a native speaker audience by a native speaker. If you're a native speaker of English, for example, the novel *Harry Potter,* the newspaper *The New York Times,* the movie *Titanic,* the television show "30 Rock," and music by The Rolling Stones would be examples of authentic materials for you. To the best of your knowledge, have you interacted with authentic materials in any of your previous language classes? (Circle one.)

   Yes No Not sure

READING HABITS

9. Do you enjoy reading for fun? If so, how many hours per week do you spend doing so per week **when you are in school**?

   □ 0-2 hours □ 2-5 hours □ 5-10 hours □ more than 10 hours

10. If you read for fun **when not in school**, how many hours per week do you spend reading for fun?

    □ 0-2 hours □ 2-5 hours □ 5-10 hours □ more than 10 hours

11. Which types of reading (*not topics*) do you do in your leisure time? (Circle all that apply.)

☐ Biography	☐ Westerns	☐ Religious texts (Bible, Qu'ran, etc.)
☐ Historical fiction	☐ Mysteries	
☐ Young adult serial novels (like *Harry Potter*, *Twilight* or *The Hunger Games*)	☐ Comic books	☐ Scholarly articles and books
	☐ Science fiction/fantasy	☐ Blogs
	☐ Horror	☐ Newspapers
☐ Romances		☐ Magazines
☐ Classics		☐ Other (please specify)

LANGUAGE LEARNING BELIEFS AND EXPECTATIONS

12. How important are each of the following to you in a language class? Rate on the scale of 1-4, with 1 being not at all important and 4 being very important.

a. Fulfilling a requirement for my major.	1	2	3	4
b. Getting a major or minor in German.	1	2	3	4
c. Learning about German culture.	1	2	3	4
d. Reading in German.	1	2	3	4
e. Speaking in German.	1	2	3	4
f. Improving my German listening ability.	1	2	3	4
g. Writing in German.	1	2	3	4

13. What must someone do in order to learn about a foreign culture?

14. What is culture? (Check all that apply.)

☐ Facts	☐ Social behavior	☐ Perceptions / attitudes
☐ Ideas	☐ Holidays	☐ Art
☐ Stories	☐ Stereotypes	☐ Music
☐ Individuals	☐ Everyday events	☐ Dance
☐ Historical events	☐ Pop culture	☐ Other (please specify): _____

15. In order to understand a text's main message, I need to understand every word. (Circle one.)
definitely disagree disagree agree definitely agree

16. In German class, we should only read things originally written in German-speaking countries. (Circle one.)
definitely disagree disagree agree definitely agree

17. In German class, we should only read things written about German-speaking countries. (Circle one.)
definitely disagree disagree agree definitely agree

18. It's important to get German-speaking points of view on different international topics, such as the American presidential election, Greece's financial crisis, and Hollywood movie reviews. (Circle one.)
definitely disagree disagree agree definitely agree

19. I am interested in applying my extracurricular interests to German, or using German to learn more about my extracurricular interests. (Circle one.)
definitely disagree disagree agree definitely agree

20. I am interested in applying the subject knowledge of my major to German, or reading more about my major in German. (Circle one.)
definitely disagree disagree agree definitely agree

21. Which topics do you like to read about? (Check all that apply.)

☐ Politics	☐ Business	☐ Social issues
☐ Science	☐ Economics	☐ History
☐ Sports	☐ Fine arts (art, music, dance)	☐ International relations
☐ Current events	☐ Literature/poetry	☐ Other (please specify): _____
☐ Technology		

HARRY POTTER

22. How interested are you in the *Harry Potter* series? (Circle one.)
not at all interested not too interested somewhat interested very interested

23. How many of the *Harry Potter* books have you read? (Circle one.)
none some of them all of them

24. Have you read the first Harry Potter book, *Harry Potter and the Sorcerer's Stone*? Yes No

25. How many of the *Harry Potter* movies have you seen? (Circle one.)
none some of them all of them

26. Have you seen the first Harry Potter movie, *Harry Potter and the Sorcerer's Stone*? Yes No

APPENDIX F: READING JOURNAL GRADING RUBRIC FOR INSTRUCTORS

Grading Rubric for Reading Journal Tasks **Name: _____**

_____ 1) Task fulfillment [4 points]: include all parts of the assignment.

a) Documenting **basic information** about your texts in the heading: _____

(1): Includes text title

(0): Does not include text title.

b) Selecting/translating **5-10 key words/phrases** per text that are essential for understanding.
T1: _____ T2: _____

(1): 5-10 key words/phrases from each text are presented and translated from German to English.

(0): Too few or no key words/phrases are presented.

c) Using **German and English** as required (see Journal Checklist on task sheet): _____

(1): All parts of reading journal were in the appropriate language.

(0): Some or all parts of reading journal were not in the correct language.

Comments:

_____ 2) Précis criteria [24 points]: ability to clearly state each text's main idea and logic, and to compare each text's handling or treatment of a topic in a table (matrix).

a) Clearly identifying each text's **main idea**. T1: _____ T2: _____

(3): Text's main idea is accurately and explicitly identified.

(2): Text's main idea is mostly correct but with minor misunderstandings or omissions.

(1): Textual language (words or phrases) is extracted/translated from text but its connection is unclear.
Text's main idea is not comprehended, though smaller textual details are.

(0): Main idea are missing or seriously misunderstood; no answer.

Comments:

b) Clearly stating each text's **logic** (how it rhetorically transmits its message). T1: ____ T2: ____

(3): Text's logic (rhetoric device(s)) is explicitly identified in a statement logically continuing from main idea statement.

(2): Partial comprehension of text's logic; statement is implicitly related to main idea.

(1): Logic is misunderstood. Fragments of textual language may be translated but disconnected.

(0): No or redundant attempt to state text's logic; no answer.

Comments:

c) Citing 2 relevant **examples (quotations)** per text in a **matrix**. T1: _____ T2: _____
(For reading journals #2 and #3, this category also includes creating relevant headings that connect the two texts.)

(3): 2 relevant examples (per text) related to main idea are provided in a matrix with two explicitly related
classification categories (problem/solution, issues/implications…).
(2): 2 relevant examples (per text) are provided but implicitly connected to main idea. Categories are implicitly relevant to main idea. Examples fit well together but categories may be too vague.
(1): Examples are provided, but some are insufficient/irrelevant. Categories are too vague.
(0): No matrix included; insufficient number of examples provided; inadequate or inaccurate categories for text matrix.

Comments:

(Implications)

d) Comparing the two texts' treatment of the topic (voice, elaboration, presentation of ideas) ____

(3): Explains via pertinent examples how texts' messages interact; assigns texts to genre or time period.
(2): Provides some examples of texts' interaction with minor misunderstandings or connection issues.
(1): General commentary on interaction of texts; uses vague, weak or repetitive examples to support claims.
(0): No answer; weak attempt to support statements about how texts interact; offers unsupported or broad claims about target culture; repetitive vis-à-vis other tasks.

Comments:

e) Hypothesizing how each text's audience might think about this problem/issue/idea: _____

(3): Audience, purpose for reading, and potential reaction identified and supported with examples.
Audience depicted as a part of (not as entire) FL culture.
(2): Implicit identification of text's audience through examples; some implied speculation on audience's response to text. Target audience may be acknowledged in part, but not all of, the implications section.
(1): Identifies audience as entire target culture; makes an incorrect attempt to identify target group.
(0): No answer; includes a summary or translation of text's main points; misidentifies or omits discussion of target group; focuses on own reaction to the text with disregard for target audience.

Comments:

_____ / 28 points (TOTAL)

APPENDIX G: LESSON PLAN FOR IN-CLASS DISCUSSION OF RJS 1, 2, AND 3

Materials: DVD of *Harry Potter and the Sorcerer's Stone* (talk to Karin if you don't own this); doc cam, whiteboard or chalkboard

General suggestions for discussion:

- Invite the class to mix German and English as they feel comfortable, but encourage groups to use German when they display main ideas and matrices on the doc cam and read their entries aloud in German. The instructor should speak as much German as possible.
- Engage with and follow up on student responses by asking students to elaborate on a point they made, explain why they thought about something a certain way, provide similarities or differences between entries and give examples. Rather than simply affirming their answers, encourage a discussion between all members of the class.
- Keep in mind that the goal for journal days is to have students recognize that reading is individual and good readers substantiate their comprehension of a text in its language. In other words, accurate representations of the textual language about the text's topics constitute a "correct" reading. This approach does not ask students for "right" answers or expect students to select the same information for their reading journal assignment. Rather, the goal is to enable them to extrapolate viewpoints and implications from what they wrote in their journal and gain alternative perspectives on the texts they read through comparing their own readings with those of their classmates.
- This focus on comprehension and organizing strategies on the first journal day will remain helpful for students throughout the semester, particularly those unfamiliar with strategies such as skimming or scanning for key concepts in words and phrases, rereading for detail and matrix entries (the matrix as a mode of systematic note-taking), identifying textual genre and intended readership, reviewing information.

Lesson plan:

1. Reading strategies (5-7 minutes)
    - Pose the following questions to the whole class.
        - What strategies do you employ while reading your texts? How many times and how did you reread?
        - What did you do when you encountered language you didn't know, or a topic with which you were unfamiliar?
        - Which strategies worked, and which didn't? (Especially useful for first journal, but also discuss with reading journals 2 and 3 to see if strategies changed.)

2. Key words/phrases (10 minutes)
    - Ask students to discuss key words/phrases in groups of 3-4, then write the five most important ones on the board, organizing them into the categories *Wer/Was*, *Wo*, and *Wie*. Each group should be able to use their word in a sentence about the text.

- Ask students the following questions:
    - What kind of words or phrases did you pick and why? (Unfamiliar ones? Repeated ones? Words located in a certain spot in the text (title, first/last paragraph, or another section? words that appeared in both texts?)
    - Which key words or phrases are important for your comprehension and which did you consider non-essential?

3. Parallels with film version (10 minutes)
    - Show the corresponding Harry Potter clip from the movie without audio. Begin with a still and ask students to describe visual features such as setting, color-coding, postures and physical contact or distance between people, other features of social class (e.g. dress, or facial expressions). Then play segments of the clip, asking students to describe the action or what they think is said.

4. Main idea (10 minutes) → auf deutsch
    - Ask students to discuss in groups of 3-4 what they wrote for the main idea portion of the reading journal.
    - Select groups to explain their answers (not necessary to hear from every group). Why were some events more significant than others?

5. Logic (5-10 minutes)
    - Discuss/compare first in small groups, then as a whole class.
    - What does the text try to accomplish, and which rhetorical devices does it use to accomplish this goal?

6. Matrix (10-15 minutes)
    - Discuss/compare matrices in same small groups as above, and ask groups to pick the matrix they would like to present. Ask 2-3 groups to volunteer to present their matrices using the doc cam, and explain how their chosen examples fit together.
    - For journal 3 only: What did you identify as categories in your précis? Were they similar or different? What does this tell us about the text?

7. Implications (20 minutes)
    - Students compare and discuss their implications sections in small groups, then as a whole class. Encourage them to support their implications statements using the examples they cited in their matrix.
    - Did students come up with conflicting ideas about these texts' audience and/or their relationship in treatment of subject matter and vocabulary usage? Ask students the following questions:
        - How do these texts fit together? Do they support or contradict each other? Ask for examples of how students supported their claims with evidence from the texts.

- Compare the texts you read, looking at *how much* information each text gives, *what kind* of information it is (type), its *approach* to that information, how it *presents* that information, and which information each text *prioritizes*. Did the two texts you read texts treat information the same way?
- What does the text/author assume that the audience already knows?
- How do you think your own culture influences the way you understand this text? How might someone from a German-speaking country understand it?

APPENDIX H: PLOT SYNOPSES FOR *HARRY POTTER*

Halloween / Halloween / Kap. 10
(Sport)

Harry Potter ist ein zehnjähriger Schüler im ersten Jahr in der Hogwarts Schule für Hexerei und Zauberei. Er ist sehr bekannt unter Hexen und Zauberer, weil er als Baby nicht von dem bösen Zauberer Voldemort getötet werden konnte. Er hat neulich gelernt, dass er sehr gut auf einem Besen fliegen kann und darf deswegen Quidditch spielen, ein Zaubersport, den nicht alle Studenten im ersten Jahr spielen dürfen. In diesem Auszug zeigt ein älterer Student an Hogwarts namens Oliver Wood, wie man Quidditch spielt, damit er das Spiel kennt bevor er mit der ganzen Mannschaft im Turnier spielt. Alle an Hogwarts, besonders Oliver Wood und Professor McGonagall (eine Lehrerin von Harry) hoffen, dass Harry sein Haus Gryffindor helfen kann, den Quidditch-Pokal zu gewinnen. Besonders wichtig ist, welche Charaktereigenschaften Harry braucht, um ein Star zu werden, und welche Belohnungen er dank seiner Berühmtheit bekommt (oder bekommen wird).

Journey from Platform 9 ¾ / Abreise von Gleis 9 ¾ / Kap. 6
(Reisen)

Als Harry noch ein Baby war, tötete der böse Zauberer Voldemort Harrys Eltern, Lily und James Potter. Danach brachte ihn Albus Dumbledore (der Schulmeister von Hogwarts) zum Haus von Lilys Schwester, Petunia Dursley. Tante Petunia lebt mit ihrem Mann Vernon und Sohn Dudley. Dort wohnt Harry für zehn Jahre, ohne zu wissen, dass er und seine Eltern (Lily und James) Zauberer sind. Endlich ist er alt genug, seine magische Ausbildung an Hogwarts zu beginnen, und Hogwarts versucht viele Briefe an ihn zu schicken. Aber sein Onkel Vernon zerstört alle Briefe, die für Harry von Hogwarts kamen. Die Dursleys mögen Harry überhaupt nicht, weil sie ihn komisch finden, aber sie sind auch ja Muggles, oder unmagische Leute. Harry muss in einem Schrank unter einer Treppe wohnen. Deswegen sind die Dursleys und Harry sehr froh, dass er für ein ganzes Jahr weg und in Hogwarts sein wird. In diesem Auszug bringen die Dursleys Harry, sein Gepäck und seine magische Eule Hedwig (die er mit Hagrid in der Winkelgasse kaufte) zum Kings-Cross-Bahnhof in London und lassen ihn dort alleine stehen.

Keeper of the Keys / Der Hüter der Schlüssel / Kap. 4
(Beruf)

Hagrid, der Schlüsselhüter der Hogwarts Schule für Hexerei und Zauberei, besucht Harry bei Familie Dursley, wo Harry seit seiner Kindheit wohnt. Hogwarts hat versucht, mit Harry Kontakt aufzunehmen, aber sein Onkel Vernon hat alle Briefe zerstört, und Harry weiB nicht , dass er ein Zauberer ist. Hagrid kommt zu den Dursleys, um dies Harry persönlich zu sagen, und um ihn über seine Familie und seine Herkunft zu informieren.

APPENDIX I: TEXTS AND FORMAT FOR RJ1

Reading Journal 1
Thema: Sport

Texte – „Ich habe meinen Sport gefunden" (Interview mit Bianca Bertulat) und „Halloween" aus *Harry Potter und der Stein der Weisen*

Key words/phrases: (5-10 per text)

Main idea:
HP:

Interview:

Logic:
HP:

Interview:

	Harry Potter	**Bianca Bertulat**
Warum man Sportler wird		
Was man erfährt, wenn man ein Sportler wird		

Implications
→ should be 1-2 concise paragraphs and address both prompts on reading journal assignment sheet, i.e. how the texts interact and who would read them, what their reaction would be, etc.)

Halloween

Malfoy wollte seinen Augen nicht trauen, als er am nächsten Tag sah, dass Harry und Ron immer noch in Hogwarts waren, müde zwar, doch glänzend gelaunt. Tatsächlich hielten die beiden ihre Begegnung mit dem dreiköpfigen Hund am nächsten Morgen für ein tolles Abenteuer und waren ganz erpicht auf ein neues. Unterdessen erzählte Harry Ron von dem Päckchen, das offenbar von Gringotts nach Hogwarts gebracht worden war, und sie zerbrachen sich die Köpfe darüber, was denn mit so viel Aufwand geschützt werden musste.

»Entweder ist es sehr wertvoll oder sehr gefährlich«, sagte Ron.

»Oder beides«, sagte Harry.

Doch weil sie über das geheimnisvolle Ding nicht mehr wussten, als dass es gut fünf Zentimeter lang war, hatten sie ohne nähere Anhaltspunkte keine große Chance zu erraten, was in dem Päckchen war.

Weder Neville noch Hermine zeigten das geringste Interesse an der Frage, was wohl unter dem Hund und der Falltür liegen könnte. Neville interessierte nur eines, nämlich nie mehr in die Nähe des Hundes zu kommen.

Hermine weigerte sich von nun an, mit Harry und Ron zu sprechen, doch sie war eine so aufdringliche Besserwisserin, dass die beiden dies als Zusatzpunkt für sich verbuchten. Was sie jetzt wirklich wollten, war eine Gelegenheit,

es Malfoy heimzuzahlen, und zu ihrem großen Vergnügen kam sie eine Woche später per Post.

Die Eulen flogen wie immer in einem langen Strom durch die Große Halle, doch diesmal schauten alle sogleich auf das lange, schmale Paket, das von sechs großen Schleiereulen getragen wurde. Harry war genauso neugierig darauf wie alle andern, was wohl in diesem großen Paket stecken mochte, und war sprachlos, als die Eulen herabstießen und es vor seiner Nase fallen ließen, so dass sein Frühstücksspeck vom Tisch rutschte. Sie waren kaum aus dem Weg geflattert, als eine andere Eule einen Brief auf das Paket warf.

Harry riss als Erstes den Brief auf, und das war ein Glück, denn er lautete:

ÖFFNEN SIE DAS PAKET NICHT BEI TISCH.
Es enthält Ihren neuen Nimbus Zweitausend, doch ich möchte nicht, dass die andern von Ihrem Besen erfahren, denn dann wollen sie alle einen. Oliver Wood erwartet Sie heute Abend um sieben Uhr auf dem Quidditch-Feld zu ihrer ersten Trainingsstunde.
Professor M. McGonagall

Harry fiel es schwer, seine Freude zu verbergen, als er Ron den Brief zu lesen gab.

»Einen Nimbus Zweitausend«, stöhnte Ron neidisch. »Ich hab noch nicht mal einen *berührt*.«

Sie verließen rasch die Halle, um den Besen zu zweit noch vor der ersten Stunde auszupacken, doch in der Eingangshalle sahen sie, dass Crabbe und Goyle ihnen an der Treppe den Weg versperrten. Malfoy riss Harry das Paket aus den Händen und betastete es.

»Das ist ein Besen«, sagte er und warf ihn Harry zu-

rück, eine Mischung aus Eifersucht und Häme im Gesicht. »Diesmal bist du dran, Potter, Erstklässler dürfen keinen haben.«

Ron konnte nicht widerstehen.

»Es ist nicht irgendein blöder Besen«, sagte er, »es ist ein Nimbus Zweitausend. Was sagtest du, was für einen du daheim hast, einen Komet Zwei-Sechzig?« Ron grinste Harry an. »Ein Komet sieht ganz protzig aus, aber der Nimbus spielt in einer ganz anderen Liga.«

»Was weißt du denn schon darüber, Weasley, du könntest dir nicht mal den halben Stiel leisten«, fauchte Malfoy zurück. »Ich nehme an, du und deine Brüder müssen sich jeden Reisigzweig einzeln zusammensparen.«

Bevor Ron antworten konnte, erschien Professor Flitwick an Malfoys Seite.

»Die Jungs streiten sich doch nicht etwa?«, quiekte er.

»Potter hat einen Besen geschickt bekommen, Professor«, sagte Malfoy wie aus der Pistole geschossen.

»Ja, das hat seine Richtigkeit«, sagte Professor Flitwick und strahlte Harry an. »Professor McGonagall hat mir die besonderen Umstände eingehend erläutert, Potter. Und welches Modell ist es?«

»Ein Nimbus Zweitausend, Sir«, sagte Harry und musste kämpfen, um beim Anblick von Malfoys Gesicht nicht laut loszulachen. »Und im Grunde genommen verdanke ich ihn Malfoy hier«, fügte er hinzu.

Mit halb unterdrücktem Lachen über Malfoys unverhohlene Wut und Bestürzung stiegen Harry und Ron die Marmortreppe hoch.

»Tja, es stimmt«, frohlockte Harry, als sie oben angelangt waren, »wenn er nicht Nevilles Erinnermich geklaut hätte, wär ich nicht in der Mannschaft ...«

»Du glaubst wohl, es sei eine Belohnung dafür, dass du

die Regeln gebrochen hast?«, tönte eine zornige Stimme hinter ihnen. Hermine stapfte die Treppe hoch und betrachtete missbilligend das Paket in Harrys Hand.

»Ich dachte, du sprichst nicht mehr mit uns?«, sagte Harry.

»Hör jetzt bloß nicht auf damit«, sagte Ron, »es tut uns ja so gut.«

Hermine warf den Kopf in den Nacken und stolzierte davon.

Harry fiel es an diesem Tag ausgesprochen schwer, sich auf den Unterricht zu konzentrieren. In Gedanken stieg er hoch zum Schlafsaal, wo sein neuer Besen unter dem Bett lag, und schlenderte hinaus zum Quidditch-Feld, wo er heute Abend noch spielen lernen würde. Das Abendessen schlang er hinunter, ohne zu bemerken, dass er überhaupt aß, und rannte dann mit Ron die Treppen hoch, um endlich den Nimbus Zweitausend auszupacken.

»Aaah«, seufzte Ron, als der Besen auf Harrys Bettdecke lag.

Selbst für Harry, der nichts über die verschiedenen Besen wusste, sah er wundervoll aus. Der schlanke, glänzende Stiel war aus Mahagoni und trug die goldgeprägte Aufschrift *Nimbus Zweitausend* an der Spitze, der Schweif war aus fest gebündelten und geraden Reisigzweigen.

Es war bald sieben. Harry verließ das Schloss und machte sich in der Dämmerung auf den Weg zum Quidditch-Feld. Er war noch nie in dem Stadion gewesen. Auf Tribünen um das Feld herum waren hunderte von Sitzen befestigt, so dass die Zuschauer hoch genug saßen, um das Geschehen verfolgen zu können. An beiden Enden des Feldes standen je drei goldene Pfeiler mit Ringen an der Spitze. Sie erinnerten Harry an die Ringe aus Plastik, mit denen die Muggelkinder Seifenblasen machten, nur waren sie in einer Höhe von fast fünfzehn Metern angebracht.

Harry war so scharf darauf, wieder zu fliegen, dass er nicht auf Wood wartete, sondern seinen Besen bestieg und sich vom Boden abstieß. Was für ein Gefühl – er schwebte durch die Torringe und raste dann das Spielfeld hinauf und hinunter. Der Nimbus Zweitausend reagierte auf die leiseste Berührung.

»He, Potter, runter da!«

Oliver Wood war angekommen. Er trug eine große Holzkiste unter dem Arm. Harry landete neben ihm.

»Sehr schön«, sagte Wood mit glänzenden Augen. »Ich weiß jetzt, was McGonagall gemeint hat ... du bist wirklich ein Naturtalent. Heute Abend erkläre ich dir nur die Regeln und dann nimmst du dreimal die Woche am Mannschaftstraining teil.«

Er öffnete die Kiste. Darin lagen vier Bälle verschiedener Größe.

»So«, sagte Wood, »pass auf. Quidditch ist leicht zu verstehen, auch wenn es nicht leicht zu spielen ist. Jede Mannschaft hat sieben Spieler. Drei von ihnen heißen Jäger.«

»Drei Jäger«, wiederholte Harry und Wood nahm einen hellroten Ball in der Größe eines Fußballs heraus.

»Dieser Ball ist der so genannte Quaffel«, sagte Wood. »Die Jäger werfen sich den Quaffel zu und versuchen ihn durch einen der Ringe zu werfen und damit ein Tor zu erzielen. Jedes Mal zehn Punkte, wenn der Quaffel durch einen Ring geht. Alles klar so weit?«

»Die Jäger spielen mit dem Quaffel und werfen ihn durch die Ringe, um ein Tor zu erzielen«, wiederholte Harry. »Das ist wie Basketball auf Besen mit sechs Körben, oder?«

»Was ist Basketball?«, fragte Wood neugierig.

»Nicht so wichtig«, sagte Harry rasch.

»Nun hat jede Seite noch einen Spieler, der Hüter heißt – ich bin der Hüter von Gryffindor. Ich muss um unsere Ringe

herumfliegen und die andere Mannschaft daran hindern, Tore zu erzielen.«

»Drei Jäger, ein Hüter«, sagte Harry, entschlossen, sich alles genau zu merken. »Und sie spielen mit dem Quaffel. Gut, hab ich verstanden. Und wozu sind die da?« Er deutete auf die drei Bälle, die noch in der Kiste lagen.

»Das zeig ich dir jetzt«, sagte Wood. »Nimm das.«

Er reichte Harry ein kleines Schlagholz, das an einen Baseballschläger erinnerte.

»Ich zeig dir, was die Klatscher tun«, sagte Wood. »Diese beiden hier sind Klatscher.«

Er zeigte Harry zwei gleiche Bälle, die tiefschwarz und etwas kleiner waren als der rote Quaffel. Harry bemerkte, dass sie den Bändern offenbar entkommen wollten, die sie im Korb festhielten.

»Geh einen Schritt zurück«, warnte Wood Harry. Er bückte sich und befreite einen der Klatscher.

Der schwarze Ball stieg sofort hoch in die Luft und schoss dann direkt auf Harrys Gesicht zu. Harry schlug mit dem Schlagholz nach ihm, damit er ihm nicht die Nase brach, und der Ball flog im Zickzack hoch in die Luft. Er drehte sich im Kreis um ihre Köpfe und schoss dann auf Wood hinunter, der sich auf ihn stürzte und es schaffte, ihn auf dem Boden festzuhalten.

»Siehst du?«, keuchte Wood und mühte sich damit ab, den Klatscher wieder in den Korb zu zwängen und ihn sicher festzuschnallen. »Die Klatscher schießen in der Luft herum und versuchen die Spieler von ihren Besen zu stoßen. Deshalb hat jede Mannschaft zwei Treiber – die Weasley-Zwillinge sind unsere –, ihre Aufgabe ist es, die eigene Seite vor den Klatschern zu schützen und zu versuchen, sie auf die gegnerische Mannschaft zu jagen. So, meinst du, du hast alles im Kopf?«

»Drei Jäger versuchen mit dem Quaffel Tore zu erzielen; der Hüter bewacht die Torpfosten; die Treiber halten die Klatscher von ihrem Team fern«, spulte Harry herunter.

»Sehr gut«, sagte Wood.

»Ähm – haben die Klatscher schon mal jemanden umgebracht?«, fragte Harry, wobei er möglichst lässig klingen wollte.

»In Hogwarts noch nie. Wir hatten ein paar gebrochene Kiefer, doch ansonsten nichts Ernstes. Wir haben noch einen in der Mannschaft, nämlich den Sucher. Das bist du. Und du brauchst dich um den Quaffel und die Klatscher nicht zu kümmern –«

»Außer sie spalten mir den Schädel.«

»Mach dir keine Sorgen, die Weasleys sind den Klatschern weit überlegen – ich will sagen, sie sind wie ein Paar menschlicher Klatscher.«

Wood griff in seine Kiste und nahm den vierten und letzten Ball heraus. Er war kleiner als der Quaffel und die Klatscher, so klein etwa wie eine große Walnuss. Er war hellgolden und hatte kleine, flatternde Silberflügel.

»*Das hier*«, sagte Wood, »ist der Goldene Schnatz, und der ist der wichtigste Ball von allen. Er ist sehr schwer zu fangen, weil er sehr schnell und kaum zu sehen ist. Der Sucher muss ihn fangen. Du musst dich durch die Jäger, Treiber, Klatscher und den Quaffel hindurchschlängeln, um ihn vor dem Sucher der anderen Mannschaft zu fangen, denn der Sucher, der ihn fängt, holt seiner Mannschaft zusätzlich hundertfünfzig Punkte, und das heißt fast immer, dass sie gewinnt. Deshalb werden Sucher so oft gefoult. Ein Quidditch-Spiel endet erst, wenn der Schnatz gefangen ist, also kann es ewig lange dauern. Ich glaube, der Rekord liegt bei drei Monaten, sie mussten damals ständig Ersatzleute ranschaffen, damit die Spieler ein wenig schlafen konnten.

Nun, das war's. Noch Fragen?«

Harry schüttelte den Kopf. Er hatte begriffen, wie das Spiel ging, nun war das Problem, das alles in die Tat umzusetzen.

»Wir üben heute noch nicht mit dem Schnatz«, sagte Wood und verstaute ihn sorgfältig wieder in der Kiste. »Es ist zu dunkel, er könnte verloren gehen. Am besten fängst du mit ein paar von denen an.«

Er zog einen Beutel mit gewöhnlichen Golfbällen aus der Tasche und ein paar Minuten später waren die beiden oben in den Lüften. Wood warf die Golfbälle, so weit er konnte, in alle Himmelsrichtungen und Harry musste sie auffangen.

Harry fing jeden Ball, bevor er den Boden berührte, was Wood ungemein freute. Nach einer halben Stunde war die Nacht hereingebrochen und sie mussten aufhören.

»Der Quidditch-Pokal wird dieses Jahr unseren Namen tragen«, sagte Wood glücklich, als sie zum Schloss zurückschlenderten. »Würde mich nicht wundern, wenn du besser bist als Charlie Weasley, und der hätte für England spielen können, wenn er nicht Drachen jagen gegangen wäre.«

Vielleicht war Harry so beschäftigt mit dem Quidditch-Training drei Abende die Woche und dazu noch mit all den Hausaufgaben, jedenfalls konnte er es kaum fassen, als ihm klar wurde, dass er schon seit zwei Monaten in Hogwarts war. Im Schloss fühlte er sich mehr zu Hause als jemals im Ligusterweg. Auch der Unterricht wurde nun, da sie die Grundlagen beherrschten, immer interessanter.

Als sie am Morgen von Halloween aufwachten, wehte der köstliche Geruch gehackener Kürbisse durch die Gänge. Und es kam noch besser: Professor Flitwick verkündete im Zauberunterricht, sie seien nun so weit, Gegenstände fliegen zu lassen, und danach hatten sie sich alle gesehnt, seit sie

erlebt hatten, wie er Nevilles Kröte im Klassenzimmer umherschwirren ließ. Für die Übungen stellte Professor Flitwick die Schüler paarweise zusammen. Harrys Partner war Seamus Finnigan (worüber er froh war, denn Neville hatte schon zu ihm herübergespäht). Ron sollte jedoch mit Hermine Granger arbeiten. Es war schwer zu sagen, wer von den beiden deshalb missmutiger war. Seit Harrys Besen gekommen war, hatte sie nicht mehr mit ihnen gesprochen.

»Also, vergesst nicht diese flinke Bewegung mit dem Handgelenk, die wir geübt haben!«, quiekte Professor Flitwick, wie üblich auf seinem Stapel Bücher stehend. »Wutschen und schnipsen, denkt daran, wutschen und schnipsen. Und die Zauberworte richtig herzusagen ist auch sehr wichtig – denkt immer an Zauberer Baruffio, der ›r‹ statt ›w‹ gesagt hat und plötzlich auf dem Boden lag – mit einem Büffel auf der Brust.«

Es war sehr schwierig. Harry und Seamus wutschten und schnipsten, doch die Feder, die sie himmelwärts schicken sollten, blieb einfach auf dem Tisch liegen. Seamus wurde so ungeduldig, dass er sie mit seinem Zauberstab anstachelte, worauf sie anfing zu brennen – Harry musste das Feuer mit seinem Hut ersticken.

Ron, am Tisch nebenan, erging es auch nicht viel besser. *»Wingardium Leviosa!«*, rief er und ließ seine langen Arme wie Windmühlenflügel kreisen.

»Du sagst es falsch«, hörte Harry Hermine meckern. »Es heißt Wing-*gar*-dium Levi-o-sa, mach das ›gar‹ schön und lang.«

»Dann mach's doch selber, wenn du alles besser weißt«, knurrte Ron.

Hermine rollte die Ärmel ihres Kleids hoch, knallte kurz mit dem Zauberstab auf den Tisch und sagte *»Wingardium Leviosa!«*.

Die Feder erhob sich vom Tisch und blieb gut einen Meter über ihren Köpfen in der Luft schweben.

»Oh, gut gemacht!«, rief Professor Flitwick und klatschte in die Hände. »Alle mal hersehen, Miss Granger hat es geschafft!«

Am Ende der Stunde hatte Ron eine hundsmiserable Laune.

»Kein Wunder, dass niemand sie ausstehen kann«, sagte er zu Harry, als sie hinaus in den belebten Korridor drängten, »ehrlich gesagt ist sie ein Alptraum.«

Jemand stieß im Vorbeigehen Harry an. Es war Hermine. Für einen Augenblick sah er ihr Gesicht – und war überrascht, dass sie weinte.

»Ich glaube, sie hat dich gehört.«

»So?«, sagte Ron und schaute allerdings etwas unbehaglich drein. »Ihr muss selbst schon aufgefallen sein, dass sie keine Freunde hat.«

Hermine erschien nicht zur nächsten Stunde und blieb den ganzen Nachmittag lang verschwunden. Auf ihrem Weg hinunter in die Große Halle zum Halloween-Festessen hörten Harry und Ron, wie Parvati Patil ihrer Freundin Lavender sagte, Hermine sitze heulend im Mädchenklo und wolle allein gelassen werden. Daraufhin machte Ron einen noch verlegeneren Eindruck, doch nun betraten sie die Große Halle, die für Halloween ausgeschmückt war, und vergaßen Hermine.

Tausend echte Fledermäuse flatterten an den Wänden und an der Decke, und noch einmal tausend fegten in langen schwarzen Wolken über die Tische und ließen die Kerzen in den Kürbissen flackern. Auf einen Schlag, genau wie beim Bankett zum Schuljahresbeginn, waren die goldenen Platten mit dem Festessen gefüllt.

Harry nahm sich gerade eine Pellkartoffel, als Professor

CHAPTER NINE

"You don't use your eyes, any of you, do you?" she snapped. "Didn't you see what it was standing on?"

"The floor?" Harry suggested. "I wasn't looking at its feet, I was too busy with its heads."

"No, *not* the floor. It was standing on a trapdoor. It's obviously guarding something."

She stood up, glaring at them.

"I hope you're pleased with yourselves. We could all have been killed — or worse, expelled. Now, if you don't mind, I'm going to bed."

Ron stared after her, his mouth open.

"No, we don't mind," he said. "You'd think we dragged her along, wouldn't you?"

But Hermione had given Harry something else to think about as he climbed back into bed. The dog was guarding something. . . . What had Hagrid said? Gringotts was the safest place in the world for something you wanted to hide — except perhaps Hogwarts.

It looked as though Harry had found out where the grubby little package from vault seven hundred and thirteen was.

CHAPTER TEN

HALLOWEEN

Malfoy couldn't believe his eyes when he saw that Harry and Ron were still at Hogwarts the next day, looking tired but perfectly cheerful. Indeed, by the next morning Harry and Ron thought that meeting the three-headed dog had been an excellent adventure, and they were quite keen to have another one. In the meantime, Harry filled Ron in about the package that seemed to have been moved from Gringotts to Hogwarts, and they spent a lot of time wondering what could possibly need such heavy protection.

"It's either really valuable or really dangerous," said Ron.

"Or both," said Harry.

But as all they knew for sure about the mysterious object was that it was about two inches long, they didn't have much chance of guessing what it was without further clues.

Neither Neville nor Hermione showed the slightest interest in

what lay underneath the dog and the trapdoor. All Neville cared about was never going near the dog again.

Hermione was now refusing to speak to Harry and Ron, but she was such a bossy know-it-all that they saw this as an added bonus. All they really wanted now was a way of getting back at Malfoy, and to their great delight, just such a thing arrived in the mail about a week later.

As the owls flooded into the Great Hall as usual, everyone's attention was caught at once by a long, thin package carried by six large screech owls. Harry was just as interested as everyone else to see what was in this large parcel, and was amazed when the owls soared down and dropped it right in front of him, knocking his bacon to the floor. They had hardly fluttered out of the way when another owl dropped a letter on top of the parcel.

Harry ripped open the letter first, which was lucky, because it said:

> DO NOT OPEN THE PARCEL AT THE TABLE.
> It contains your new Nimbus Two Thousand, but I don't want everybody knowing you've got a broomstick or they'll all want one. Oliver Wood will meet you tonight on the Quidditch field at seven o'clock for your first training session.
>
> Professor M. McGonagall

Harry had difficulty hiding his glee as he handed the note to Ron to read.

"A Nimbus Two Thousand!" Ron moaned enviously. "I've never even *touched* one."

They left the hall quickly, wanting to unwrap the broomstick in private before their first class, but halfway across the entrance hall they found the way upstairs barred by Crabbe and Goyle. Malfoy seized the package from Harry and felt it.

"That's a broomstick," he said, throwing it back to Harry with a mixture of jealousy and spite on his face. "You'll be in for it this time, Potter, first years aren't allowed them."

Ron couldn't resist it.

"It's not any old broomstick," he said, "it's a Nimbus Two Thousand. What did you say you've got at home, Malfoy, a Comet Two Sixty?" Ron grinned at Harry. "Comets look flashy, but they're not in the same league as the Nimbus."

"What would you know about it, Weasley, you couldn't afford half the handle," Malfoy snapped back. "I suppose you and your brothers have to save up twig by twig."

Before Ron could answer, Professor Flitwick appeared at Malfoy's elbow.

"Not arguing, I hope, boys?" he squeaked.

"Potter's been sent a broomstick, Professor," said Malfoy quickly.

"Yes, yes, that's right," said Professor Flitwick, beaming at Harry. "Professor McGonagall told me all about the special circumstances, Potter. And what model is it?"

"A Nimbus Two Thousand, sir," said Harry, fighting not to laugh at the look of horror on Malfoy's face. "And it's really thanks to Malfoy here that I've got it," he added.

Harry and Ron headed upstairs, smothering their laughter at Malfoy's obvious rage and confusion.

"Well, it's true," Harry chortled as they reached the top of the marble staircase, "If he hadn't stolen Neville's Remembrall I wouldn't be on the team. . . ."

"So I suppose you think that's a reward for breaking rules?" came an angry voice from just behind them. Hermione was stomping up the stairs, looking disapprovingly at the package in Harry's hand.

"I thought you weren't speaking to us?" said Harry.

"Yes, don't stop now," said Ron, "it's doing us so much good."

Hermione marched away with her nose in the air.

Harry had a lot of trouble keeping his mind on his lessons that day. It kept wandering up to the dormitory where his new broomstick was lying under his bed, or straying off to the Quidditch field where he'd be learning to play that night. He bolted his dinner that evening without noticing what he was eating, and then rushed upstairs with Ron to unwrap the Nimbus Two Thousand at last.

"Wow," Ron sighed, as the broomstick rolled onto Harry's bedspread.

Even Harry, who knew nothing about the different brooms, thought it looked wonderful. Sleek and shiny, with a mahogany handle, it had a long tail of neat, straight twigs and Nimbus Two Thousand written in gold near the top.

As seven o'clock drew nearer, Harry left the castle and set off in the dusk toward the Quidditch field. He'd never been inside the stadium before. Hundreds of seats were raised in stands around the field so that the spectators were high enough to see what was going on. At either end of the field were three golden poles with hoops on the end. They reminded Harry of the little plastic sticks Muggle

children blew bubbles through, except that they were fifty feet high.

Too eager to fly again to wait for Wood, Harry mounted his broomstick and kicked off from the ground. What a feeling — he swooped in and out of the goal posts and then sped up and down the field. The Nimbus Two Thousand turned wherever he wanted at his lightest touch.

"Hey, Potter, come down!"

Oliver Wood had arrived. He was carrying a large wooden crate under his arm. Harry landed next to him.

"Very nice," said Wood, his eyes glinting. "I see what McGonagall meant . . . you really are a natural. I'm just going to teach you the rules this evening, then you'll be joining team practice three times a week."

He opened the crate. Inside were four different-sized balls.

"Right," said Wood. "Now, Quidditch is easy enough to understand, even if it's not too easy to play. There are seven players on each side. Three of them are called Chasers."

"Three Chasers," Harry repeated, as Wood took out a bright red ball about the size of a soccer ball.

"This ball's called the Quaffle," said Wood. "The Chasers throw the Quaffle to each other and try and get it through one of the hoops to score a goal. Ten points every time the Quaffle goes through one of the hoops. Follow me?"

"The Chasers throw the Quaffle and put it through the hoops to score," Harry recited. "So — that's sort of like basketball on broomsticks with six hoops, isn't it?"

"What's basketball?" said Wood curiously.

"Never mind," said Harry quickly.

"Now, there's another player on each side who's called the Keeper — I'm Keeper for Gryffindor. I have to fly around our hoops and stop the other team from scoring."

"Three Chasers, one Keeper," said Harry, who was determined to remember it all. "And they play with the Quaffle. Okay, got that. So what are they for?" He pointed at the three balls left inside the box.

"I'll show you now," said Wood. "Take this."

He handed Harry a small club, a bit like a short baseball bat.

"I'm going to show you what the Bludgers do," Wood said. "These two are the Bludgers."

He showed Harry two identical balls, jet black and slightly smaller than the red Quaffle. Harry noticed that they seemed to be straining to escape the straps holding them inside the box.

"Stand back," Wood warned Harry. He bent down and freed one of the Bludgers.

At once, the black ball rose high in the air and then pelted straight at Harry's face. Harry swung at it with the bat to stop it from breaking his nose, and sent it zigzagging away into the air — it zoomed around their heads and then shot at Wood, who dived on top of it and managed to pin it to the ground.

"See?" Wood panted, forcing the struggling Bludger back into the crate and strapping it down safely. "The Bludgers rocket around, trying to knock players off their brooms. That's why you have two Beaters on each team — the Weasley twins are ours — it's their job to protect their side from the Bludgers and try and knock them toward the other team. So — think you've got all that?"

"Three Chasers try and score with the Quaffle; the Keeper guards the goal posts; the Beaters keep the Bludgers away from their team," Harry reeled off.

"Very good," said Wood.

"Er — have the Bludgers ever killed anyone?" Harry asked, hoping he sounded offhand.

"Never at Hogwarts. We've had a couple of broken jaws but nothing worse than that. Now, the last member of the team is the Seeker. That's you. And you don't have to worry about the Quaffle or the Bludgers —"

"— unless they crack my head open."

"Don't worry, the Weasleys are more than a match for the Bludgers — I mean, they're like a pair of human Bludgers themselves."

Wood reached into the crate and took out the fourth and last ball. Compared with the Quaffle and the Bludgers, it was tiny, about the size of a large walnut. It was bright gold and had little fluttering silver wings.

"*This,*" said Wood, "is the Golden Snitch, and it's the most important ball of the lot. It's very hard to catch because it's so fast and difficult to see. It's the Seeker's job to catch it. You've got to weave in and out of the Chasers, Beaters, Bludgers, and Quaffle to get it before the other team's Seeker, because whichever Seeker catches the Snitch wins his team an extra hundred and fifty points, so they nearly always win. That's why Seekers get fouled so much. A game of Quidditch only ends when the Snitch is caught, so it can go on for ages — I think the record is three months, they had to keep bringing on substitutes so the players could get some sleep.

"Well, that's it — any questions?"

Harry shook his head. He understood what he had to do all right, it was doing it that was going to be the problem.

"We won't practice with the Snitch yet," said Wood, carefully shutting it back inside the crate, "it's too dark, we might lose it. Let's try you out with a few of these."

He pulled a bag of ordinary golf balls out of his pocket and a few minutes later, he and Harry were up in the air, Wood throwing the golf balls as hard as he could in every direction for Harry to catch.

Harry didn't miss a single one, and Wood was delighted. After half an hour, night had really fallen and they couldn't carry on.

"That Quidditch cup'll have our name on it this year," said Wood happily as they trudged back up to the castle. "I wouldn't be surprised if you turn out better than Charlie Weasley, and he could have played for England if he hadn't gone off chasing dragons."

Perhaps it was because he was now so busy, what with Quidditch practice three evenings a week on top of all his homework, but Harry could hardly believe it when he realized that he'd already been at Hogwarts two months. The castle felt more like home than Privet Drive ever had. His lessons, too, were becoming more and more interesting now that they had mastered the basics.

On Halloween morning they woke to the delicious smell of baking pumpkin wafting through the corridors. Even better, Professor Flitwick announced in Charms that he thought they were ready to start making objects fly, something they had all been dying to try since they'd seen him make Neville's toad zoom around the classroom. Professor Flitwick put the class into pairs to practice. Harry's

partner was Seamus Finnigan (which was a relief, because Neville had been trying to catch his eye). Ron, however, was to be working with Hermione Granger. It was hard to tell whether Ron or Hermione was angrier about this. She hadn't spoken to either of them since the day Harry's broomstick had arrived.

"Now, don't forget that nice wrist movement we've been practicing!" squeaked Professor Flitwick, perched on top of his pile of books as usual. "Swish and flick, remember, *swish* and flick. And saying the magic words properly is very important, too — never forget Wizard Baruffio, who said 's' instead of 'f' and found himself on the floor with a buffalo on his chest."

It was very difficult. Harry and Seamus swished and flicked, but the feather they were supposed to be sending skyward just lay on the desktop. Seamus got so impatient that he prodded it with his wand and set fire to it — Harry had to put it out with his hat.

Ron, at the next table, wasn't having much more luck.

"*Wingardium Leviosa!*" he shouted, waving his long arms like a windmill.

"You're saying it wrong," Harry heard Hermione snap. "It's Wing-*gar*-dium Levi-*o*-sa, make the 'gar' nice and long."

"You do it, then, if you're so clever," Ron snarled.

Hermione rolled up the sleeves of her gown, flicked her wand, and said, "*Wingardium Leviosa!*"

Their feather rose off the desk and hovered about four feet above their heads.

"Oh, well done!" cried Professor Flitwick, clapping. "Everyone see here, Miss Granger's done it!"

Ron was in a very bad mood by the end of the class.

Bianca Bertulat „Ich habe meinen Sport gefunden"

Interview von 2001 mit Kenjukateka Bianca Bertulat, (geb. 1975)
Biologiestudentin an der TU Darmstadt

KENJUKATE

KENJUKATE ist ein Allkampfsystem, das die wichtigsten Elemente aus jahrhundertealten fernöstlichen Kriegskünsten (Kendo, Judo, Jiu-Jitsu, Karate, Taekwondo, Aikido usw.) und Nahkampfmethoden beinhaltet. Diese Vielseitigkeit hat KENJUKATE auch seinen Namen gegeben, der mit **KEN** (Kendo), **JU** (Judo) und **KATE** (Karate) verschiedene asiatische Kampfsportarten anklingen lässt.

Wie bist Du ausgerechnet auf Kampfsport gekommen?
Ich habe viel ausprobiert vorher: Tischtennis, Turnverein, Schwimmen, Handball ... Irgendwann wollte eine Freundin, die schon Judo gemacht hat, Karate machen und hat mich mit ins Training geschleppt. Zuerst haben wir zugeschaut, wurden dann eingeladen mitzumachen, und ich bin dabeigeblieben. Es war genau mein Sport. Man muß auch irgendwie Glück haben und seinen Sport finden. Und Kenjukate hat zu mir gepaßt wie der Deckel auf den Topf. Ich bin nicht der Typ für Rhythmische Sportgymnastik.

Wie alt warst du damals, als du angefangen hast?
Sechzehn. Ich bin jetzt seit zehn Jahren dabei. Wir waren damals eine sehr gute Gruppe. Mit der Zeit habe ich immer weniger Handball gespielt und mehr auf der Matte gemacht.

Wie oft trainierst Du?
In meinen Glanzzeiten viermal die Woche, aber jetzt bin ich in der Endphase des Studiums, da reduziert sich das. Zur Zeit trainiere ich nur einmal die Woche. Wenn das mit den Prüfungen hinter mir liegt, gehe ich wieder öfter. Manchmal treffen wir uns auch einfach außerhalb der Trainingszeiten und gehen auf die Wiese, machen ein paar Würfe. Ich kenne mittlerweile durch den Sport so viele Leute, manchmal fahre ich einfach zu Bekannten nach Marburg und trainiere mit denen, oder die kommen her. Das ist wie eine große Familie, und auf den Meisterschaften ist es genauso. Man kennt die Leute aus Kanada oder aus Südafrika und begrüßt sich, als wäre erst gestern die letzte Meisterschaft gewesen. Dann geht man in den Kampf, tritt sich und schlägt sich, und danach gehen wir alle zusammen auf die Party und trinken dort ein Bierchen.

Was betrachtest Du als Deine größten Erfolge?
Den dritten Platz bei der Europameisterschaft 1997 in Gießen. Bei der letzten Weltmeisterschaft in Italien bin ich an einer Platzierung vorbeigeschrammt, da war ich sechste, und jetzt vor ein paar Wochen in Schottland bei der Europameisterschaft bin ich rausgeflogen, als es um die Platzierung eins bis vier ging.

Das war dann aber auch ganz knapp.

Stimmt. Bei so großen Turnieren gilt das k.o.-System. Wer einen Kampf verliert, ist draußen. Ich habe eben einen Kampf zu früh verloren.

Ich finde das aber sehr beachtlich, wie weit vorne Du gelandet bist. Vor allem bei der EM in Schottland, da Du ja zur Zeit nicht intensiv trainieren kannst.

Ich habe einen sehr guten Trainer, Werner Hobmaier. Außerdem habe ich noch von der Kondition gezehrt, die ich mir in den letzten zwölf Monaten antrainiert habe. Da hatte ich meine Schwarzgurtprüfung; da habe ich nicht bloß dreimal die Woche auf der Matte gestanden, ich habe praktisch auf der Matte gelebt. Auch an den Wochenenden habe ich trainiert, alles andere mußte zurückstehen für diese Prüfung.

Ist der Schwarzgurt das Höchste, was Du erreichen kannst?

Nein, es gibt nach oben eigentlich keine Grenzen. Es fängt an mit dem weißen Gürtel für die Anfänger. Dann geht es weiter mit gelb, orange, grün, blau, braun, und dann kommt der schwarze Gürtel. Der ist erst mal der Abschluß vom Schülerleben. Tja, und dann geht es weiter.

Die Gürtelfarbe bleibt dieselbe?

Ja. Dan-Grade (Schwarzgurt) werden bis zu einer bestimmten Stufe geprüft, danach sind es Ehrengrade, die verliehen werden. Ich bin mit meinem Schwarzen ganz zufrieden.

Training ist ja eine anstrengende Angelegenheit

- Schweiß gehört dazu.

-- macht Dir das gar nichts aus, wenn am nächsten Morgen alles mögliche weh tut?

Vielleicht bin ich da ja ein bisschen abartig veranlagt, aber in diesem Sport gehört es einfach dazu, dass man sich manchmal blaue Flecken holt oder sich mal das Knie aufschürft. Am Anfang verbrennt man sich auch mal die Fußsohlen, wenn man zu schnell barfuß über die Matte rutscht. Aber das hat man schnell raus. Ein ordentlicher Muskelkater zeigt, dass das Training in Ordnung war. Ich brauche das einfach, ich muss mich bewegen. Spaß ist ein wesentlicher Faktor dabei. Schon als Kind konnte ich mich ungehemmt austoben. Ich betreue auch teilweise eine Judo-Gruppe, und für die Kinder, die da hinkommen, scheint das der einzige körperliche Ausgleich zu sein. Den Rest des Tages sitzen die anscheinend vor dem Fenseher oder dem Gameboy.

Ab wann ist man denn zu alt für Kampfsport?

Kann ich so nicht sagen. Wir haben auch Leute, die mit fünfzig anfangen. Unser ältester Anfänger war fünfundsechzig. Die meisten Kampfsportler sind bis ins hohe Alter hinein noch fit. Mit diesem Sport kann man wunderbar alt werden. Es ist ja nicht nur Technik und Kondition, es steckt auch eine Philosophie dahinter. Je weiter man mit der Technik kommt, desto weiter kommt man gewöhnlich auch im Kopf.

Dabei wird gerade Karate ja oft mit halbwüchsigen Jungs in Verbindung gebracht, die lernen wollen, wie man richtig zuschlägt.

Schläger kommen nicht aus dem traditionellen Karatelager. Karate ist nichts, womit man angibt. Es geht im Karate viel um angeblich altmodische Werte wie Loyalität dem Lehrer gegenüber, Respekt vor dem anderen, miteinander trainieren wollen, Disziplin - Werte, die heutzutage eigentlich gar nicht mehr so geläufig sind. Besonders die Disziplin sich selbst und anderen gegenüber und den Respekt vor dem Mitmenschen. Dass man bei einer Partnerübung nicht einfach hintritt, weil der andere gerade ungeschützt dasteht, sondern dass man sich darüber im Klaren ist, dass man den anderen pfleglich behandeln muss, wenn man mit ihm oder ihr noch öfter zu tun haben möchte. Eigentlich sind das ganz normale Benimmregeln ... bei einem Jugendturnier zum Beispiel rasen die Kinder am Anfang immer laut gröhlend wie die wilde Meute durch die Halle, aber sobald das Zeichen zum Beginn gegeben wird, wird es mucksmäuschenstill und alle stellen sich auf. Das ist etwas, was man bei diesem Sport auch lernt: dass es eine Zeit gibt zum Austoben und eine Zeit für Ernsthaftigkeit. Immerhin sind die Techniken nicht ganz ungefährlich, zum Beispiel Hebel- oder Würgetechniken im Judo. Da muss man schon genau zuhören, was der Trainer sagt, sonst läuft der Trainingspartner blau an, oder man bricht ihm was. Für Karate gilt das auch, an erster Stelle steht die Gesundheit des Partners. Man muss sich selbst unter Kontrolle haben und die Techniken beherrschen. Wenn das nicht funktioniert, tut es weh.

Und du machst beides, Karate und Judo?

Als ich vor zehn Jahren anfing, gab es keinen reinen Karate-Verein. Ohne es zu wissen, bin ich in ein Allkampfsystem reingerutscht, das sich Kenjukate nennt. Das kann man mit einem Mehrkampf in der Leichtathletik vergleichen. Unsere Wettkämpfe bestehen aus je 2 Judo- und Karatekämpfen, 10 Selbstverteidigungstechniken, Fallschule und Kata. Der Vorteil ist, daß ich als Kenjukateka auf Judoturnieren genauso starten kann wie auf Karateturnieren. Ich mache das ganze aber nicht mit dem Gedanken, mir den nächsten Pokal aufs Regal zu stellen. Für mich ist in erster Linie der Spaß am Sport wichtig, und die Philosophie, die damit zusammenhängt. Sich auf der Matte ein bißchen

raufen und nachher zusammen etwas trinken gehen. Ich kann mich nur wiederholen, es ist mein Sport, darin gehe ich auf.

Kann es sein, dass Du wenig Probleme mit Aggressionen hast?
Wenn man sich körperlich austobt, ist das natürlich ein gutes Ventil, um sich abzureagieren. Aber es gibt trotzdem Situationen, in denen es mir in den Händen juckt. Durch den Sport habe ich gelernt, ruhig zu bleiben. Wenn man einen sehr guten Lehrer hat - und ich habe einen sehr guten Lehrer - geht einem das in Fleisch und Blut über, ohne dass man da viel drüber nachdenkt. Kampfsport prägt auf kurze oder lange Sicht jeden, der es betreibt.

Hast Du ein sportliches Ziel, was du noch erreichen möchtest?
Ich möchte eine gute Lehrerin werden. So gut wie mein Lehrer. Mal sehen, ob's klappt.

Könntest Du Dir vorstellen, Kampfsport zu Deinem Beruf zu machen?
Eigentlich nicht. Dafür ist mir die Wissenschaft zu wichtig. Biologie ist meine zweite große Liebe. Es gibt nichts Spannenderes als Leben. Ich habe den optimalen Beruf und meinen optimalen Sport gefunden. Was will ich mehr?

Die Frage kann ich Dir natürlich nicht beantworten. Vielen Dank für das Interview.

Nachtrag 2003: Bianca Bertulat ist nach dem Diplom der Biologie treu geblieben und forscht jetzt für ihre Doktorarbeit. Der Sport kommt dabei etwas zu kurz.

APPENDIX J: TEXTS AND FORMAT FOR RJ2

Reading Journal 2
Thema: Reisen

Texte – "Naja... (jetzt mit Reisebericht!)" (Reisebericht auf Dooyoo Kaufberatung Webseite) und HP Auszug von Kap. 6 (pp. 88-99 auf englisch und 99-111 auf deutsch)

Key words/phrases: (5-10 per text)

Main idea:
HP:

Reisebericht:

Logic:

HP:

Reisebericht:

	Harry Potter	**Reisebericht**
Bevor dem Abfahrt		
Im Zug		

Implications
→ should be 1-2 concise paragraphs and address both prompts on reading journal assignment sheet, i.e. how the texts interact and who would read them, what their reaction would be, etc.)

»Deine Fahrkarte nach Hogwarts«, sagte er. »Am 1. September Bahnhof King's Cross – steht alles drauf. Wenn du irgendwelche Schwierigkeiten mit den Dursleys hast, schick mir deine Eule, sie weiß, wo sie mich findet … Bis bald, Harry.«

Der Zug fuhr aus dem Bahnhof hinaus. Harry wollte Hagrid beobachten, bis er außer Sicht war; er setzte sich auf und drückte die Nase gegen das Fenster. Doch er blinzelte und schon war Hagrid verschwunden.

Abreise von Gleis neundreiviertel

Harrys letzter Monat bei den Dursleys war nicht besonders lustig. Gewiss, Dudley hatte nun so viel Angst vor Harry, dass er nicht im selben Zimmer mit ihm bleiben wollte, und Tante Petunia und Onkel Vernon schlossen Harry nicht mehr in den Schrank ein, zwangen ihn zu nichts und schrien ihn nicht an – in Wahrheit sprachen sie kein Wort mit ihm. Halb entsetzt, halb wütend taten sie, als ob der Stuhl, auf dem Harry saß, leer wäre. So ging es ihm in mancher Hinsicht besser als zuvor, doch mit der Zeit wurde er ein wenig niedergeschlagen.

Harry blieb gerne in seinem Zimmer in Gesellschaft seiner Eule. Er hatte beschlossen, sie Hedwig zu nennen, ein Name, den er in der *Geschichte der Zauberei* gefunden hatte. Seine Schulbücher waren sehr interessant. Er lag auf dem Bett und las bis spät in die Nacht, während Hedwig durchs offene Fenster hinaus- oder hereinflatterte, wie es ihr gefiel. Ein Glück, dass Tante Petunia nicht mehr mit dem Staubsauger hereinkam, denn andauernd brachte Hedwig tote Mäuse mit. Harry hatte einen Monatskalender an die Wand geheftet, und jede Nacht, bevor er einschlief, hakte er einen weiteren Tag ab.

Am letzten Augusttag fiel ihm ein, dass er wohl mit Onkel und Tante darüber reden müsse, wie er am nächsten Tag zum Bahnhof King's Cross kommen sollte. Er ging hinunter ins Wohnzimmer, wo sie sich ein Fernsehquiz ansahen. Als er sich räusperte, um auf sich auf-

merksam zu machen, schrie Dudley auf und rannte davon.

»Ähm – Onkel Vernon?«

Onkel Vernon grunzte zum Zeichen, dass er hörte.

»Ähm – ich muss morgen nach King's Cross, um … um nach Hogwarts zu fahren.«

Onkel Vernon grunzte erneut.

»Würde es dir etwas ausmachen, mich hinzufahren?«

Ein Brummen. Harry nahm an, dass es Ja hieß.

»Danke.«

Er war schon auf dem Weg zur Treppe, als Onkel Vernon tatsächlich den Mund aufmachte.

»Komische Art, zu einer Zaubererschule zu kommen, mit dem Zug. Die fliegenden Teppiche haben wohl alle Löcher, was?«

Harry schwieg.

»Wo ist diese Schule überhaupt?«

»Ich weiß es nicht«, sagte Harry, selbst davon überrascht. Er zog die Fahrkarte, die Hagrid ihm gegeben hatte, aus der Tasche.

»Ich nehme einfach den Zug um elf Uhr von Gleis neundreiviertel«, las er laut.

Tante und Onkel starrten ihn an.

»Gleis wie viel?«

»Neundreiviertel.«

»Red keinen Stuss«, sagte Onkel Vernon, »es gibt kein Gleis neundreiviertel.«

»Es steht auf meiner Fahrkarte.«

»Total verrückt«, sagte Onkel Vernon, »vollkommen übergeschnappt, das ganze Pack. Du wirst sehen. Wart's nur ab. Gut, wir fahren dich nach King's Cross. Wir müssen morgen ohnehin nach London, sonst würd ich mir die Mühe ja nicht machen.«

»Warum fahrt ihr nach London?«, fragte Harry, um das Gespräch ein wenig freundlich zu gestalten.

»Wir bringen Dudley ins Krankenhaus«, knurrte Onkel Vernon. »Bevor er nach Smeltings kommt, muss dieser vermaledeite Schwanz weg.«

Am nächsten Morgen wachte Harry um fünf Uhr auf, viel zu aufgeregt und nervös, um wieder einschlafen zu können. Er stieg aus dem Bett und zog seine Jeans an, weil er nicht in seinem Zaubererumhang auf dem Bahnhof erscheinen wollte – er würde sich dann im Zug umziehen. Noch einmal ging er die Liste für Hogwarts durch, um sich zu vergewissern, dass er alles Nötige dabeihatte, und schloss Hedwig in ihren Käfig ein. Dann ging er im Zimmer auf und ab, darauf wartend, dass die Dursleys aufstanden. Zwei Stunden später war Harrys riesiger, schwerer Koffer im Wagen der Dursleys verstaut, Tante Petunia hatte Dudley überredet, sich neben Harry zu setzen, und los ging die Fahrt.

Sie erreichten King's Cross um halb elf. Onkel Vernon packte Harrys Koffer auf einen Gepäckwagen und schob ihn in den Bahnhof. Harry fand dies ungewöhnlich freundlich von ihm, bis Onkel Vernon mit einem hässlichen Grinsen auf dem Gesicht vor den Bahnsteigen Halt machte.

»Nun, das war's, Junge. Gleis neun – Gleis zehn. Dein Gleis sollte irgendwo dazwischen liegen, aber sie haben es wohl noch nicht gebaut, oder?«

Natürlich hatte er vollkommen Recht. Über dem Bahnsteig hing auf der einen Seite die große Plastikziffer 9, über der anderen die große Plastikziffer 10, und dazwischen war nichts.

»Na dann, ein gutes Schuljahr«, sagte Onkel Vernon mit einem noch hässlicheren Grinsen. Er verschwand, ohne ein

weiteres Wort zu sagen. Harry wandte sich um und sah die Dursleys wegfahren. Alle drei lachten. Harrys Mund wurde ganz trocken. Was um Himmels willen sollte er tun? Schon richteten sich viele erstaunte Blicke auf ihn – wegen Hedwig. Er musste jemanden fragen.

Er sprach einen vorbeigehenden Wachmann an, wagte es aber nicht, Gleis neundreiviertel zu erwähnen. Der Wachmann hatte nie von Hogwarts gehört, und als Harry ihm nicht einmal sagen konnte, in welchem Teil des Landes die Schule lag, wurde er zusehends ärgerlich, als ob Harry sich absichtlich dumm anstellen würde. Schon ganz verzweifelt fragte Harry nach dem Zug, der um elf Uhr ging, doch der Wachmann meinte, es gebe keinen. Eine mürrische Bemerkung über Zeitverschwender auf den Lippen, ging er schließlich davon. Harry versuchte mit aller Macht, ruhig Blut zu bewahren. Der großen Uhr über der Ankunfttafel nach hatte er noch zehn Minuten, um in den Zug nach Hogwarts zu steigen, und er hatte keine Ahnung, wie er das anstellen sollte. Da stand er nun, verloren mitten auf einem Bahnhof, mit einem Koffer, den er kaum vom Boden heben konnte, einer Tasche voller Zauberergeld und einer großen Eule.

Hagrid musste vergessen haben, ihm zu sagen, dass er etwas Bestimmtes tun sollte, so wie man auf den dritten Backstein zur Linken klopfen musste, um auf die Winkelgasse zu kommen. Sollte er vielleicht seinen Zauberstab herausholen und auf den Fahrkartenschalter zwischen Gleis neun und Gleis zehn klopfen?

In diesem Augenblick ging eine Gruppe von Menschen dicht hinter ihm vorbei und er schnappte ein paar Worte ihrer Unterhaltung auf:

»… voller Muggel, natürlich …«

Harry wandte sich rasch um. Gesprochen hatte eine kugelrunde Frau, um sie herum vier Jungen, allesamt mit flammend rotem Haar. Jeder der vier schob einen Koffer, so groß wie der Harrys, vor sich her – und sie hatten eine *Eule* dabei.

Mit klopfendem Herzen schob Harry seinen Gepäckwagen hinter ihnen her. Sie hielten an, und auch Harry blieb stehen, dicht genug hinter ihnen, um sie zu hören.

»So, welches Gleis war es noch mal?«, fragte die Mutter der Jungen.

»Neundreiviertel«, piepste ein kleines Mädchen an ihrer Hand, das ebenfalls rote Haare hatte. »Mammi, kann ich nicht mitgehen …«

»Du bist noch zu klein, Ginny, und jetzt sei still. Percy, du gehst zuerst.«

Der offenbar älteste Junge machte sich auf den Weg in Richtung Bahnsteig neun und zehn. Harry beobachtete ihn, angestrengt darauf achtend, nicht zu blinzeln, damit ihm nichts entginge – doch gerade als der Junge die Absperrung zwischen den beiden Gleisen erreichte, schwärmte eine große Truppe Touristen an ihm vorbei, und als der letzte Rucksack sich verzogen hatte, war der Junge verschwunden.

»Fred, du bist dran«, sagte die rundliche Frau.

»Ich bin nicht Fred, ich bin George«, sagte der Junge. »Ehrlich mal, gute Frau, du nennst dich unsere Mutter? Kannst du nicht *sehen*, dass ich George bin?«

»Tut mir leid, George, mein Liebling.«

»War nur 'n Witz, ich bin Fred«, sagte der Junge, und fort war er. Sein Zwillingsbruder rief ihm nach, er solle sich beeilen, und das musste er getan haben, denn eine Sekunde später war er verschwunden – doch wie hatte er es geschafft?

Nun schritt der dritte Bruder zügig auf die Bahnsteigabsperrung zu – er war schon fast dort –, und dann, ganz plötzlich, war er nicht mehr zu sehen.

Er war spurlos verschwunden.

»Entschuldigen Sie«, sagte Harry zu der rundlichen Frau.

»Hallo, mein Junge«, sagte sie. »Das erste Mal nach Hogwarts? Ron ist auch neu.«

Sie deutete auf den letzten und jüngsten ihrer Söhne. Er war hoch gewachsen, dünn und schlaksig, hatte Sommersprossen, große Hände und Füße und eine kräftige Nase.

»Ja«, sagte Harry. »Die Sache ist die … ist nämlich die, ich weiß nicht, wie ich …«

»Wie du zum Gleis kommen sollst?«, sagte sie freundlich und Harry nickte.

»Keine Sorge«, sagte sie. »Du läufst einfach schnurstracks auf die Absperrung vor dem Bahnsteig für die Gleise neun und zehn zu. Halt nicht an und hab keine Angst, du könntest dagegenknallen, das ist sehr wichtig. Wenn du nervös bist, dann renn lieber ein bisschen. Nun geh, noch vor Ron.«

»Ähm – ja«, sagte Harry.

Er drehte seinen Gepäckwagen herum und blickte auf die Absperrung. Sie machte einen sehr stabilen Eindruck.

Langsam ging er auf sie zu. Menschen auf dem Weg zu den Gleisen neun oder zehn rempelten ihn an. Harry beschleunigte seine Schritte. Er würde direkt in diesen Fahrkartenschalter knallen und dann säße er in der Patsche. Er lehnte sich, auf den Wagen gestützt, nach vorn und stürzte nun schwer atmend los – die Absperrung kam immer näher – anhalten konnte er nun nicht mehr – der Gepäckkarren war außer Kontrolle – noch ein halber Meter – er schloss die Augen, bereit zum Aufprall –

Nichts geschah … Harry rannte weiter … er öffnete die Augen.

Eine scharlachrote Dampflok stand an einem Bahnsteig bereit, der voller Menschen war. Auf einem Schild über

der Lok stand *Hogwarts-Express, 11 Uhr.* Harry warf einen Blick über die Schulter und sah an der Stelle, wo der Fahrkartenschalter gestanden hatte, ein schmiedeeisernes Tor und darauf die Worte *Gleis neundreiviertel.* Er hatte es geschafft.

Die Lok blies Dampf über die Köpfe der schnatternden Menge hinweg, während sich hie und da Katzen in allen Farben zwischen den Beinen der Leute hindurchschlängelten. Durch das Geschnatter der Wartenden und das Kratzen der schweren Koffer schrien sich Eulen gegenseitig etwas mürrisch an.

Die ersten Waggons waren schon dicht mit Schülern besetzt. Einige lehnten sich aus den Fenstern und sprachen mit ihren Eltern und Geschwistern, andere stritten sich um Sitzplätze. Auf der Suche nach einem freien Platz schob Harry seinen Gepäckwagen weiter den Bahnsteig hinunter. Er kam an einem Jungen mit rundem Gesicht vorbei und hörte ihn klagen: »Oma, ich hab schon wieder meine Kröte verloren.«

»Ach, *Nevilles*, hörte er die alte Frau seufzen.

Ein kleiner Auflauf hatte sich um einen Jungen mit Rastalocken gebildet.

»Lass uns nur einmal gucken, Lee, komm schon!«

Der Junge hob den Deckel einer Schachtel, die er in den Armen hielt, und die Umstehenden kreischten und schrien auf, als ein langes, haariges Bein zum Vorschein kam.

Harry schob sich weiter durch die Menge, bis er fast am Ende des Zuges ein leeres Abteil fand. Dort stellte er erst einmal Hedwig ab, dann begann er seinen Koffer in Richtung Waggontür zu wuchten. Er versuchte ihn die Stufen hochzuhieven, doch er konnte den Koffer kaum auch nur an einer Seite anheben. Zweimal fiel er ihm auf die Füße und das tat weh.

»Brauchst du Hilfe?« Das war einer der rothaarigen Zwillinge, denen er durch den Fahrkartenschalter gefolgt war.

»Ja, bitte«, keuchte Harry.

»Hallo, Fred! Pack mal mit an!«

Mit Hilfe der Zwillinge verstaute er seinen Koffer schließlich in einer Ecke des Abteils.

»Danke«, sagte Harry und wischte sich die schweißnassen Haare aus der Stirn.

»Was ist denn das?«, rief einer der Zwillinge plötzlich und deutete auf Harrys Blitznarbe.

»Mensch!«, sagte der andere Zwilling. »Bist du –?«

»Er *ist* es«, sagte der erste Zwilling. »Oder etwa nicht?«, fügte er an Harry gewandt hinzu.

»Wer?«, sagte Harry.

»*Harry Potter*«, riefen die Zwillinge im Chor.

»Oh, der«, sagte Harry. »Ja, allerdings, der bin ich.«

Die beiden Jungen starrten ihn mit offenen Mündern an, und Harry spürte, wie er rot wurde. Dann kam, zu seiner Erleichterung, eine Stimme durch die offene Waggontür hereingeschwebt.

»Fred? George? Seid ihr da drin?«

»Wir kommen, Mum.«

Mit einem letzten Blick auf Harry sprangen die Zwillinge aus dem Zug.

Harry setzte sich ans Fenster, wo er, halb verdeckt, die rothaarige Familie auf dem Bahnsteig beobachten und ihrem Gespräch lauschen konnte. Die Mutter hatte soeben ein Taschentuch hervorgezogen.

»Ron, du hast was an der Nase.«

Der Jüngste versuchte sich loszureißen, doch sie packte ihn und fing an seine Nase zu putzen.

»*Mum* – hör auf.« Er wand sich los.

»Aaah, hat Ronniespätzchen etwas am Näschen?«, sagte einer der Zwillinge.

»Halt den Mund«, sagte Ron.

»Wo ist Percy?«, fragte die Mutter.

»Da kommt er.«

Der älteste Junge kam angeschritten. Er hatte bereits seinen wogenden schwarzen Hogwarts-Umhang angezogen und Harry bemerkte ein schimmerndes rot-goldenes Abzeichen mit dem Buchstaben *V* auf seiner Brust.

»Kann nicht lange bleiben, Mutter«, sagte er. »Ich bin ganz vorn, die Vertrauensschüler haben zwei Abteile für sich.«

»Oh, du bist *Vertrauensschüler*, Percy?«, sagte einer der Zwillinge und tat ganz überrascht. »Hättest du doch etwas gesagt, wir wussten ja gar nichts davon.«

»Warte, mir ist, als hätte er mal was erwähnt«, sagte der andere Zwilling. »Einmal –«

»Oder auch zweimal –«

»So nebenbei –«

»Den ganzen Sommer über –«

»Ach, hört auf«, sagte Percy der Vertrauensschüler.

»Warum hat Percy eigentlich einen neuen Umhang?«, fragte einer der Zwillinge.

»Weil er ein *Vertrauensschüler* ist«, sagte die Mutter vergnügt. »Nun gut, mein Schatz, ich wünsch dir ein gutes Schuljahr – und schick mir eine Eule, wenn du angekommen bist.«

Sie küsste Percy auf die Wange und er verabschiedete sich. Dann wandte sie sich den Zwillingen zu.

»Und jetzt zu euch beiden. Dieses Jahr benehmt ihr euch. Wenn ich noch einmal eine Eule bekomme, die mir sagt, dass ihr – dass ihr ein Klo in die Luft gejagt habt oder –«

»Ein Klo in die Luft gejagt? Wir haben noch nie ein Klo in die Luft gejagt.«

»Ist aber eine klasse Idee, danke, Mum.«

»Das ist nicht *lustig*. Und passt auf Ron auf.«

»Keine Sorge, Ronniespätzchen ist sicher mit uns.«

»Haltet den Mund«, sagte Ron erneut. Er war schon fast so groß wie die Zwillinge, und seine Nase war dort, wo die Mutter sie geputzt hatte, immer noch rosa.

»He, Mum, weißt du was? Rate mal, wen wir im Zug getroffen haben!«

Harry lehnte sich rasch zurück, damit sie nicht sehen konnten, dass er sie beobachtete.

»Weißt du noch, dieser schwarzhaarige Junge, der im Bahnhof neben uns stand? Weißt du, wer das ist?«

»Wer?«

»Harry Potter!«

Harry hörte die Stimme des kleinen Mädchens.

»Oh, Mum, kann ich in den Zug gehen und ihn sehen? Mum, bitte …«

»Du hast ihn schon gesehen, Ginny, und der arme Junge ist kein Tier, das man sich anguckt wie im Zoo. Ist er es wirklich, Fred? Woher weißt du das?«

»Hab ihn gefragt. Hab seine Narbe gesehen. Es gibt sie wirklich – sieht aus wie ein Blitz.«

»Der *Arme* – kein Wunder, dass er allein war. Er hat ja so höflich gefragt, wie er auf den Bahnsteig kommen soll.«

»Schon gut, aber glaubst du, er erinnert sich daran, wie Du-weißt-schon-wer aussieht?«

Ihre Mutter wurde plötzlich sehr ernst.

»Ich verbiete dir, ihn danach zu fragen, Fred. Wag es ja nicht. Das hat ihm gerade noch gefehlt, dass er an seinem ersten Schultag daran erinnert wird.«

»Schon gut, reg dich ab.«

Ein Pfiff gellte über den Bahnsteig.

»Beeilt euch!«, sagte die Mutter und die drei Jungen stiegen in den Zug. Sie lehnten sich aus dem Fenster für einen Abschiedskuss und ihre kleine Schwester begann zu weinen.

»Nicht doch, Ginny, wir senden dir kistenweise Eulen.«

»Wir schicken dir eine Klobrille aus Hogwarts.«

»Georges!«

»War nur 'n Witz, Mum.«

Mit einem Ruck fuhr der Zug an. Harry sah die Mutter der Jungen und die kleine Schwester halb lachend, halb weinend zum Abschied winken. Sie rannten mit, bis der Zug zu schnell wurde, dann blieben sie stehen und winkten.

Der Zug ging in eine Kurve und Harry verlor das Mädchen und seine Mutter aus den Augen. Vor dem Fenster zogen Häuser vorbei. Plötzlich war Harry ganz aufgeregt. Er wusste nicht, was ihn erwartete – doch besser als das, was er zurückließ, musste es allemal sein.

Die Abteiltür glitt auf und der jüngste der Rotschöpfe kam herein.

»Sitzt da jemand?«, fragte er und deutete auf den Sitz gegenüber von Harry. »Der ganze Zug ist nämlich voll.«

Harry schüttelte den Kopf und der Junge setzte sich. Er warf Harry einen schnellen Blick zu und sah dann schweigend aus dem Fenster. Harry sah, dass er immer noch einen schwarzen Fleck auf der Nase hatte.

»He, Ron.«

Da waren die Zwillinge wieder.

»Hör mal, wir gehen weiter in die Mitte. Lee Jordan hat eine riesige Tarantel.«

»Macht nur«, murmelte Ron.

»Harry«, sagte der andere Zwilling, »haben wir uns ei-

gentlich schon vorgestellt? Fred und George Weasley. Und das hier ist Ron, unser Bruder. Bis später dann.«

»Tschau«, sagten Harry und Ron. Die Zwillinge schoben die Abteiltür hinter sich zu.

»Bist du wirklich Harry Potter?«, kam es aus Ron hervorgesprudelt.

Harry nickte.

»Aah, gut, ich dachte, es wäre vielleicht wieder so ein Scherz von Fred und George«, sagte Ron. »Und hast du wirklich … du weißt schon …« Er deutete auf Harrys Stirn.

Harry strich sich die Haare aus dem Gesicht und zeigte ihm die Blitznarbe. Ron machte große Augen.

»Also hier hat Du-weißt-schon-wer …?«

»Ja«, sagte Harry, »aber ich kann mich nicht daran erinnern.«

»An nichts?«, fragte Ron neugierig.

»Na ja, ich erinnere mich noch, dass überall grünes Licht war, aber an sonst nichts.«

»Mensch«, sagte Ron. Er saß da, starrte Harry einige Zeit lang an, und dann, als sei ihm plötzlich klar geworden, was er da tat, wandte er seine Augen rasch wieder aus dem Fenster.

»Sind alle in eurer Familie Zauberer?«, fragte Harry, der Ron genauso interessant fand wie Ron ihn.

»Ähm – ja, ich denke schon«, sagte Ron. »Ich glaube, Mum hat noch einen zweiten Vetter, der Buchhalter ist, aber wir reden nie über ihn.«

»Dann musst du schon viel vom Zaubern verstehen.«

Die Weasleys waren offensichtlich eine dieser alten Zaubererfamilien, von denen der blasse Junge in der Winkelgasse gesprochen hatte.

»Ich hab gehört, dass du bei den Muggeln gelebt hast«, sagte Ron. »Wie sind die?«

»Fürchterlich – na ja, nicht alle. Meine Tante, mein Onkel und mein Vetter jedenfalls. Ich wünschte, ich hätte auch drei Zaubererbrüder.«

»Fünf«, sagte Ron. Aus irgendeinem Grund verdüsterte sich seine Miene. »Ich bin der Sechste in unserer Familie, der nach Hogwarts geht. Und das heißt, in mich setzt man hohe Erwartungen. Bill und Charlie sind schon nicht mehr dort – Bill war Schulsprecher und Charlie war Kapitän der Quidditch-Mannschaft. Und Percy ist jetzt Vertrauensschüler. Fred und George machen zwar eine Menge Unsinn, aber sie haben trotzdem ganz gute Noten und sind beliebt. Alle erwarten von mir, dass ich so gut bin wie die andern, aber wenn ich es schaffe, ist es keine große Sache, weil sie es schon vorgemacht haben. Außerdem kriegst du nie etwas Neues, wenn du fünf Brüder hast. Ich habe den alten Umhang von Bill, den alten Zauberstab von Charlie und die alte Ratte von Percy.«

Ron schob die Hand in die Jacke und zog eine fette, graue, schlafende Ratte hervor.

»Ihr Name ist Krätze und sie ist nutzlos, sie pennt immer. Percy hat von meinem Dad eine Eule bekommen, weil er Vertrauensschüler wurde, aber sie konnten sich keine – ich meine, ich habe stattdessen Krätze bekommen.«

Rons Ohren färbten sich rosa. Offenbar glaubte er, er habe jetzt zu viel gesagt, denn er sah jetzt wieder aus dem Fenster.

Harry fand es überhaupt nicht schlimm, wenn jemand sich keine Eule leisten konnte. Schließlich hatte er bis vor einem Monat keinen Penny gehabt, und er erzählte Ron auch, dass er immer Dudleys alte Klamotten tragen musste und nie ein richtiges Geburtstagsgeschenk bekommen hatte. Das schien Ron ein wenig aufzumuntern.

CHAPTER SIX

THE JOURNEY FROM PLATFORM NINE AND THREE-QUARTERS

Harry's last month with the Dursleys wasn't fun. True, Dudley was now so scared of Harry he wouldn't stay in the same room, while Aunt Petunia and Uncle Vernon didn't shut Harry in his cupboard, force him to do anything, or shout at him — in fact, they didn't speak to him at all. Half terrified, half furious, they acted as though any chair with Harry in it were empty. Although this was an improvement in many ways, it did become a bit depressing after a while.

Harry kept to his room, with his new owl for company. He had decided to call her Hedwig, a name he had found in *A History of Magic*. His school books were very interesting. He lay on his bed reading late into the night, Hedwig swooping in and out of the open window as she pleased. It was lucky that Aunt Petunia didn't come in to vacuum anymore, because Hedwig kept bringing back dead mice. Every night before he went to sleep, Harry ticked off

another day on the piece of paper he had pinned to the wall, counting down to September the first.

On the last day of August he thought he'd better speak to his aunt and uncle about getting to King's Cross station the next day, so he went down to the living room where they were watching a quiz show on television. He cleared his throat to let them know he was there, and Dudley screamed and ran from the room.

"Er — Uncle Vernon?"

Uncle Vernon grunted to show he was listening.

"Er — I need to be at King's Cross tomorrow to — to go to Hogwarts."

Uncle Vernon grunted again.

"Would it be all right if you gave me a lift?"

Grunt. Harry supposed that meant yes.

"Thank you."

He was about to go back upstairs when Uncle Vernon actually spoke.

"Funny way to get to a wizards' school, the train. Magic carpets all got punctures, have they?"

Harry didn't say anything.

"Where is this school, anyway?"

"I don't know," said Harry, realizing this for the first time. He pulled the ticket Hagrid had given him out of his pocket.

"I just take the train from platform nine and three-quarters at eleven o'clock," he read.

His aunt and uncle stared.

"Platform what?"

"Nine and three-quarters."

CHAPTER SIX

"Don't talk rubbish," said Uncle Vernon. "There is no platform nine and three-quarters."

"It's on my ticket."

"Barking," said Uncle Vernon, "howling mad, the lot of them. You'll see. You just wait. All right, we'll take you to King's Cross. We're going up to London tomorrow anyway, or I wouldn't bother."

"Why are you going to London?" Harry asked, trying to keep things friendly.

"Taking Dudley to the hospital," growled Uncle Vernon. "Got to have that ruddy tail removed before he goes to Smeltings."

Harry woke at five o'clock the next morning and was too excited and nervous to go back to sleep. He got up and pulled on his jeans because he didn't want to walk into the station in his wizard's robes — he'd change on the train. He checked his Hogwarts list yet again to make sure he had everything he needed, saw that Hedwig was shut safely in her cage, and then paced the room, waiting for the Dursleys to get up. Two hours later, Harry's huge, heavy trunk had been loaded into the Dursleys' car, Aunt Petunia had talked Dudley into sitting next to Harry, and they had set off.

They reached King's Cross at half past ten. Uncle Vernon dumped Harry's trunk onto a cart and wheeled it into the station for him. Harry thought this was strangely kind until Uncle Vernon stopped dead, facing the platforms with a nasty grin on his face.

"Well, there you are, boy. Platform nine — platform ten. Your platform should be somewhere in the middle, but they don't seem to have built it yet, do they?"

THE JOURNEY FROM PLATFORM NINE AND THREE-QUARTERS

He was quite right, of course. There was a big plastic number nine over one platform and a big plastic number ten over the one next to it, and in the middle, nothing at all.

"Have a good term," said Uncle Vernon with an even nastier smile. He left without another word. Harry turned and saw the Dursleys drive away. All three of them were laughing. Harry's mouth went rather dry. What on earth was he going to do? He was starting to attract a lot of funny looks, because of Hedwig. He'd have to ask someone.

He stopped a passing guard, but didn't dare mention platform nine and three-quarters. The guard had never heard of Hogwarts and when Harry couldn't even tell him what part of the country it was in, he started to get annoyed, as though Harry was being stupid on purpose. Getting desperate, Harry asked for the train that left at eleven o'clock, but the guard said there wasn't one. In the end the guard strode away, muttering about time wasters. Harry was now trying hard not to panic. According to the large clock over the arrivals board, he had ten minutes left to get on the train to Hogwarts and he had no idea how to do it; he was stranded in the middle of a station with a trunk he could hardly lift, a pocket full of wizard money, and a large owl.

Hagrid must have forgotten to tell him something you had to do, like tapping the third brick on the left to get into Diagon Alley. He wondered if he should get out his wand and start tapping the ticket inspector's stand between platforms nine and ten.

At that moment a group of people passed just behind him and he caught a few words of what they were saying.

"— packed with Muggles, of course —"

Harry swung round. The speaker was a plump woman who was talking to four boys, all with flaming red hair. Each of them was pushing a trunk like Harry's in front of him — and they had an *owl*.

Heart hammering, Harry pushed his cart after them. They stopped and so did he, just near enough to hear what they were saying.

"Now, what's the platform number?" said the boys' mother.

"Nine and three-quarters!" piped a small girl, also red-headed, who was holding her hand, "Mom, can't I go . . ."

"You're not old enough, Ginny, now be quiet. All right, Percy, you go first."

What looked like the oldest boy marched toward platforms nine and ten. Harry watched, careful not to blink in case he missed it — but just as the boy reached the dividing barrier between the two platforms, a large crowd of tourists came swarming in front of him and by the time the last backpack had cleared away, the boy had vanished.

"Fred, you next," the plump woman said.

"I'm not Fred, I'm George," said the boy. "Honestly, woman, you call yourself our mother? Can't you *tell* I'm George?"

"Sorry, George, dear."

"Only joking, I am Fred," said the boy, and off he went. His twin called after him to hurry up, and he must have done so, because a second later, he had gone — but how had he done it?

Now the third brother was walking briskly toward the barrier — he was almost there — and then, quite suddenly, he wasn't anywhere.

There was nothing else for it.

"Excuse me," Harry said to the plump woman.

"Hello, dear," she said. "First time at Hogwarts? Ron's new, too."

She pointed at the last and youngest of her sons. He was tall, thin, and gangling, with freckles, big hands and feet, and a long nose.

"Yes," said Harry. "The thing is — the thing is, I don't know how to —"

"How to get onto the platform?" she said kindly, and Harry nodded.

"Not to worry," she said. "All you have to do is walk straight at the barrier between platforms nine and ten. Don't stop and don't be scared you'll crash into it, that's very important. Best do it at a bit of a run if you're nervous. Go on, go now before Ron."

"Er — okay," said Harry.

He pushed his trolley around and stared at the barrier. It looked very solid.

He started to walk toward it. People jostled him on their way to platforms nine and ten. Harry walked more quickly. He was going to smash right into that barrier and then he'd be in trouble — leaning forward on his cart, he broke into a heavy run — the barrier was coming nearer and nearer — he wouldn't be able to stop — the cart was out of control — he was a foot away — he closed his eyes ready for the crash —

It didn't come . . . he kept on running . . . he opened his eyes.

A scarlet steam engine was waiting next to a platform packed with people. A sign overhead said Hogwarts Express, eleven o'clock. Harry looked behind him and saw a wrought-iron archway

where the barrier had been, with the words *Platform Nine and Three-Quarters* on it. He had done it.

Smoke from the engine drifted over the heads of the chattering crowd, while cats of every color wound here and there between their legs. Owls hooted to one another in a disgruntled sort of way over the babble and the scraping of heavy trunks.

The first few carriages were already packed with students, some hanging out of the window to talk to their families, some fighting over seats. Harry pushed his cart off down the platform in search of an empty seat. He passed a round-faced boy who was saying, "Gran, I've lost my toad again."

"Oh, *Neville*," he heard the old woman sigh.

A boy with dreadlocks was surrounded by a small crowd.

"Give us a look, Lee, go on."

The boy lifted the lid of a box in his arms, and the people around him shrieked and yelled as something inside poked out a long, hairy leg.

Harry pressed on through the crowd until he found an empty compartment near the end of the train. He put Hedwig inside first and then started to shove and heave his trunk toward the train door. He tried to lift it up the steps but could hardly raise one end and twice he dropped it painfully on his foot.

"Want a hand?" It was one of the red-haired twins he'd followed through the barrier.

"Yes, please," Harry panted.

"Oy, Fred! C'mere and help!"

With the twins' help, Harry's trunk was at last tucked away in a corner of the compartment.

"Thanks," said Harry, pushing his sweaty hair out of his eyes.

"What's that?" said one of the twins suddenly, pointing at Harry's lightning scar.

"Blimey," said the other twin. "Are you —?"

"He *is*," said the first twin. "Aren't you?" he added to Harry.

"What?" said Harry.

"*Harry Potter*," chorused the twins.

"Oh, him," said Harry. "I mean, yes, I am."

The two boys gawked at him, and Harry felt himself turning red. Then, to his relief, a voice came floating in through the train's open door.

"Fred? George? Are you there?"

"Coming, Mom."

With a last look at Harry, the twins hopped off the train.

Harry sat down next to the window where, half hidden, he could watch the red-haired family on the platform and hear what they were saying. Their mother had just taken out her handkerchief.

"Ron, you've got something on your nose."

The youngest boy tried to jerk out of the way, but she grabbed him and began rubbing the end of his nose.

"*Mom* — geroff." He wriggled free.

"Aaah, has ickle Ronnie got somefink on his nosie?" said one of the twins.

"Shut up," said Ron.

"Where's Percy?" said their mother.

"He's coming now."

The oldest boy came striding into sight. He had already changed

into his billowing black Hogwarts robes, and Harry noticed a shiny silver badge on his chest with the letter *P* on it.

"Can't stay long, Mother," he said. "I'm up front, the prefects have got two compartments to themselves —"

"Oh, are you a *prefect*, Percy?" said one of the twins, with an air of great surprise. "You should have said something, we had no idea."

"Hang on, I think I remember him saying something about it," said the other twin. "Once —"

"Or twice —"

"A minute —"

"All summer —"

"Oh, shut up," said Percy the Prefect.

"How come Percy gets new robes, anyway?" said one of the twins.

"Because he's a *prefect*," said their mother fondly. "All right, dear, well, have a good term — send me an owl when you get there."

She kissed Percy on the cheek and he left. Then she turned to the twins.

"Now, you two — this year, you behave yourselves. If I get one more owl telling me you've — you've blown up a toilet or —"

"Blown up a toilet? We've never blown up a toilet."

"Great idea though, thanks, Mom."

"It's *not funny*. And look after Ron."

"Don't worry, ickle Ronniekins is safe with us."

"Shut up," said Ron again. He was almost as tall as the twins already and his nose was still pink where his mother had rubbed it.

"Hey, Mom, guess what? Guess who we just met on the train?"

Harry leaned back quickly so they couldn't see him looking.

"You know that black-haired boy who was near us in the station? Know who he is?"

"Who?"

"*Harry Potter!*"

Harry heard the little girl's voice.

"Oh, Mom, can I go on the train and see him, Mom, oh please. . . ."

"You've already seen him, Ginny, and the poor boy isn't something you goggle at in a zoo. Is he really, Fred? How do you know?"

"Asked him. Saw his scar. It's really there — like lightning."

"Poor *dear* — no wonder he was alone, I wondered. He was ever so polite when he asked how to get onto the platform."

"Never mind that, do you think he remembers what You-Know-Who looks like?"

Their mother suddenly became very stern.

"I forbid you to ask him, Fred. No, don't you dare. As though he needs reminding of that on his first day at school."

"All right, keep your hair on."

A whistle sounded.

"Hurry up!" their mother said, and the three boys clambered onto the train. They leaned out of the window for her to kiss them good-bye, and their younger sister began to cry.

"Don't, Ginny, we'll send you loads of owls."

"We'll send you a Hogwarts toilet seat."

"*George!*"

"Only joking, Mom."

The train began to move. Harry saw the boys' mother waving

and their sister, half laughing, half crying, running to keep up with the train until it gathered too much speed, then she fell back and waved.

Harry watched the girl and her mother disappear as the train rounded the corner. Houses flashed past the window. Harry felt a great leap of excitement. He didn't know what he was going to — but it had to be better than what he was leaving behind.

The door of the compartment slid open and the youngest red-headed boy came in.

"Anyone sitting there?" he asked, pointing at the seat opposite Harry. "Everywhere else is full."

Harry shook his head and the boy sat down. He glanced at Harry and then looked quickly out of the window, pretending he hadn't looked. Harry saw he still had a black mark on his nose.

"Hey, Ron."

The twins were back.

"Listen, we're going down the middle of the train — Lee Jordan's got a giant tarantula down there."

"Right," mumbled Ron.

"Harry," said the other twin, "did we introduce ourselves? Fred and George Weasley. And this is Ron, our brother. See you later, then."

"Bye," said Harry and Ron. The twins slid the compartment door shut behind them.

"Are you really Harry Potter?" Ron blurted out.

Harry nodded.

"Oh — well, I thought it might be one of Fred and George's jokes," said Ron. "And have you really got — you know . . ."

He pointed at Harry's forehead.

Harry pulled back his bangs to show the lightning scar. Ron stared.

"So that's where You-Know-Who —?"

"Yes," said Harry, "but I can't remember it."

"Nothing?" said Ron eagerly.

"Well — I remember a lot of green light, but nothing else."

"Wow," said Ron. He sat and stared at Harry for a few moments, then, as though he had suddenly realized what he was doing, he looked quickly out of the window again.

"Are all your family wizards?" asked Harry, who found Ron just as interesting as Ron found him.

"Er — yes, I think so," said Ron. "I think Mom's got a second cousin who's an accountant, but we never talk about him."

"So you must know loads of magic already."

The Weasleys were clearly one of those old wizarding families the pale boy in Diagon Alley had talked about.

"I heard you went to live with Muggles," said Ron. "What are they like?"

"Horrible — well, not all of them. My aunt and uncle and cousin are, though. Wish I'd had three wizard brothers."

"Five," said Ron. For some reason, he was looking gloomy. "I'm the sixth in our family to go to Hogwarts. You could say I've got a lot to live up to. Bill and Charlie have already left — Bill was head boy and Charlie was captain of Quidditch. Now Percy's a prefect. Fred and George mess around a lot, but they still get really good marks and everyone thinks they're really funny. Everyone expects me to do as well as the others, but if I do, it's no big deal, because

Naja... (jetzt mit Reisebericht!)
Deutsche Bahn AG (DB)

Name des Mitglieds: Franklin Sesh

Nachricht an dieses Mitglied senden

In meinen Freundeskreis aufnehmen

Email bei neuen Testberichten

Produkt:
Deutsche Bahn AG (DB)
Datum: 08.10.00, geändert am 19.10.00 (615 Lesungen)
Bewertung: ★★★★☆

Vorteile: Die Reise ist angenehm und der Komfort sehr gut.
Nachteile: teils unfreundliches Personal

Am 15. Oktober wollen wir für vier Tage auf die Expo fahren. Da ein Flug unter der Woche ein halbes Vermögen kostet und uns die Strecke von München zur Expo mit dem Auto zu weit ist, fahren wir eben mit der Bahn.

Also zun Hauptbahnhof, um die Plätze zu reservieren. Da das unsere erste Bahnreise ist, haben wir die Reise nicht im Internet sondern am Schalter gebucht. Und wir haben natürlich nicht gewußt, wie ein ICE von innen aussieht. Aber hinterher ist man ja bekanntlich immer schlauer.

So wissen wir jetzt, daß man sog. Tischplätze im ICE extra buchen muß. Das hat uns aber die äußerst unfreundliche Dame am Schalter nicht gesagt, nachdem wir 45 (!) Minuten angestanden sind, da nur wenige Schalter geöffnet waren.

So sind wir vor einigen Tagen nochmal zum Hauptbahnhof, haben uns nochmal an einen Schalter angestellt und wurden von einer anderen, ebenfalls sehr unfreundlichen, Dame bedient. Diese Dame sagte uns nur, eine Umbuchung auf Tischplätze sei nicht möglich, da der Zug bereits ausgebucht sei. Wenn eine Umbuchung noch möglich wäre, würde das pro Nase 35 DM kosten. Auf Wiedersehen. Na hoffentlich nicht... Nachdem ich erst mal meinem Ärger freien Lauf ließ, sind wir gegeangen.

So sitzen wir nun, wie im Bus, zwei nebeneinander und ein Freund (wir fahren zu Dritt) neben dem Mittelgang. Das heißt, nur einer hat einen Fensterplatz.

Da wir ca. um 9:00 Uhr von München losfahren, wollen wir im Speisewagen frühstücken. Nach Auskunft der ersten unfreundlichen Dame sei eine Reservierung im Speisewagen nicht möglich. Wer zuerst kommt, "mahlt" also zuerst.

Da es im ICE scheinbar keine Gepäckaufbewahrung gibt, müssen wir einen anderen Fahrgast darum bitten, auf unsere Taschen aufzupassen, solange wir im Speisewagen sind. Man kann das Gepäck zwar abgeben, das muß aber schon zwei (!) Tage vor Abreise geschehen.

Reisebericht
Nun sind wir mit dem ICE von München nach Hannover-Laazen (EXPO-Bahnhof) zur EXPO
(muß man gesehen haben, wer nicht hinfährt, ist selbst schuld) gefahren.

Der Zug ist von München pünktlich abgefahren. Im ICE gibt es kleine Schließfächer, in denen man z. B. die Kameratasche "klausicher" versperren kann. Leider gibt es nur wenige Schließfächer, man muß also schnell sein.

Nachdem wir unser restliches Gepäck in den Gepäckablagen untergebracht haben, sind wir in den Speisewagen zum Frühstücken gegangen. Bis auf einen Ober war das Personal sehr freundlich. Das Frühstück schmeckte sehr gut, die Qualität der Speisen scheint auch sehr gut zu sein, da im Bordrestaurant Ökoprodukte angeboten werden. Das finde ich hervorragend. Die Preise der Speisen sind etwa auf münchener Niveau.

Nach dem Frühstück sind wir zu unseren Plätzen zurückgegangen. Nun haben wir es uns in den bequemen und verstellbaren Sesseln gemütlich gemacht.

Die Geräuschkulisse im ICE ist sehr niedrig, die Reise komfortabel, stressfrei und angenehm. Die Beinfreiheit im Zug ist etwa mit der Beinfreiheit eines Linienfluges vergleichbar, also deutlich größer als im Touristenflieger. Es gibt sogar verstellbare Fußstützen. Wenn ich die Fußstütze wegklappe, kann ich mich (176 cm Körpergröße) sogar ausstrecken. In der 1. Klasse ist das Platzangebot noch größer und mehr als großzügig.

Bei einer längeren Fahrt muß man natürlich mal auf's Klo. Die Toiletten waren zwar einigermaßen sauber, verströmten aber nicht gerade Aprilfrische. Es besteht scheinbar das Motto: sauber aber nicht rein. Hier herrscht Nachholbedarf.

So sind wir, ausgeruht, frisch, gutgelaunt und pünktlich, am Ziehlbahnhof angekommen. Das Hotel lag nur 700 m vom Bahnhof entfernt und war direkt am Westeingang der EXPO.

Nach dreieinhalb Tagen auf der EXPO sind wir um 18:38 Uhr wieder pünktlich vom Messebahnhof zurück nach München gefahren. Von der Heimreise habe ich kaum was mitbekommen, da ich fast die ganze Fahrt geschlafen habe. Wir sind pünktlich in München a
ngekommen.

Bei der nächsten Bahnfahrt werde ich mal in der 1. Klasse reisen. Da bin ich ja gespannt...

Fazit: Die Bahn kommt, Franklin kommt auch. Weitere Strecken innerhalb Deutschlands fahre ich in Zukunft immer mit der Bahn. Nur das Personal bräuchte teilweise ein "Freundlichkeitsseminar". Wenn man weiß, was man will, ist die Buchung kein Problem. Auskünfte bekommt man kaum.

APPENDIX K: TEXTS AND FORMAT FOR RJ3

Reading Journal 3
Topic: Berufe

Texte – "Mama, was soll ich werden?" (*FOCUS.de* Buchverfassung von Angelika Steffen) und HP Auszug von Kap. 4 (pp. 46-53 auf englisch; 55-62 auf deutsch)

Key words/phrases: (5-10 per text)

Main idea:
HP:

Interview:

Logic:
HP:

Interview:

NOTE: For the matrix in reading journal 3, you pick your own headings. Which topics do you think the texts have in common? Which things do they both discuss?

	Harry Potter	**FOCUS-Buchverfassung**
[Heading 1 – you decide which topics both texts treat]		
[Heading 2 – you decide which topics both texts treat]		

Implications:
→ should be 1-2 concise paragraphs and address both prompts on reading journal assignment sheet, i.e. how the texts interact and who would read them, what their reaction would be, etc.)

Der Hüter der Schlüssel

BUMM. Wieder klopfte es. Dudley schreckte aus dem Schlaf.

»Wo ist die Kanone?«, sagte er dumpf.

Hinter ihnen hörten sie ein lautes Krachen. Onkel Vernon kam hereingestolpert. In den Händen hielt er ein Gewehr – das war also in dem langen, schmalen Paket gewesen, das er mitgebracht hatte.

»Wer da?«, rief er. »Ich warne Sie – ich bin bewaffnet!«

Einen Augenblick lang war alles still. Dann –

SPLITTER!

Die Tür wurde mit solcher Wucht getroffen, dass sie glattweg aus den Angeln sprang und mit einem ohrenbetäubenden Knall auf dem Boden landete.

In der Türöffnung stand ein Riese von Mann. Sein Gesicht war fast gänzlich von einer langen, zottigen Haarmähne und einem wilden, struppigen Bart verdeckt, doch man konnte seine Augen erkennen, die unter all dem Haar schimmerten wie schwarze Käfer.

Dieser Riese zwängte sich in die Hütte, den Rücken gebeugt, so dass sein Kopf die Decke nur streifte. Er bückte sich, stellte die Tür aufrecht und setzte sie mit leichter Hand wieder in den Rahmen ein. Der Lärm des Sturms draußen ließ etwas nach. Er wandte sich um und blickte sie an.

»Könnte 'ne Tasse Tee vertragen. War keine leichte Reise …«

Er schritt hinüber zum Sofa, auf dem der vor Angst versteinerte Dudley saß.

»Beweg dich, Klops«, sagte der Fremde.

Dudley quiekte und rannte hinter den Rücken seiner Mutter, die sich voller Angst hinter Onkel Vernon zusammenkauerte.

»Und hier ist Harry!«, sagte der Riese.

Harry blickte hinauf in sein grimmiges, wildes Gesicht und sah, dass sich die Fältchen um seine Käferaugen zu einem Lächeln gekräuselt hatten.

»Letztes Mal, als ich dich gesehen hab, warst du noch 'n Baby«, sagte der Riese. »Du siehst deinem Vater mächtig ähnlich, aber die Augen hast du von deiner Mum.«

Onkel Vernon gab ein merkwürdig rasselndes Geräusch von sich. »Ich verlange, dass Sie auf der Stelle verschwinden!«, sagte er. »Das ist Hausfriedensbruch!«

»Aach, halt den Mund, Dursley, du Oberpflaume«, sagte der Riese. Er streckte den Arm über die Sofalehne hinweg, riss das Gewehr aus Onkel Vernons Händen, verdrehte den Lauf – als wäre er aus Gummi – zu einem Knoten und warf es in die Ecke.

Onkel Vernon gab abermals ein merkwürdiges Geräusch von sich, wie eine getretene Maus.

»Dir jedenfalls, Harry«, sagte der Riese und kehrte den Dursleys den Rücken zu, »einen sehr herzlichen Glückwunsch zum Geburtstag. Hab hier was für dich – vielleicht hab ich zwischendurch mal draufgesessen, aber er schmeckt sicher noch gut.«

Aus der Innentasche seines schwarzen Umhangs zog er eine etwas eingedellte Schachtel. Harry öffnete sie mit zitternden Fingern. Ein großer, klebriger Schokoladenkuchen kam zum Vorschein, auf dem mit grünem Zuckerguss *Herzlichen Glückwunsch, Harry* geschrieben stand.

Harry sah zu dem Riesen auf. Er wollte eigentlich danke sagen, aber auf dem Weg zum Mund gingen ihm die Worte verloren, und stattdessen sagte er: »Wer bist du?«

Der Riese gluckste.

»Wohl wahr, hab mich nicht vorgestellt. Rubeus Hagrid, Hüter der Schlüssel und Ländereien von Hogwarts.«

Er streckte eine gewaltige Hand aus und schüttelte Harrys ganzen Arm.

»Was ist nun eigentlich mit dem Tee?«, sagte er und rieb sich die Hände. »Würd nicht nein sagen, wenn er 'n bisschen stärker wär, wenn du verstehst, was ich meine.«

Sein Blick fiel auf einen Korb mit den zusammengeschrumpften Krăcker-Schachteln und er schnaubte. Er beugte sich zur Feuerstelle hinunter; sie konnten nicht sehen, was er tat, doch als er sich einen Moment später aufrichtete, prasselte dort ein Feuer. Es erfüllte die ganze feuchte Hütte mit flackerndem Licht, und Harry fühlte die Wärme über sein Gesicht fließen, als ob er in ein heißes Bad getaucht wäre.

Der Riese setzte sich wieder auf das Sofa, das unter seinem Gewicht einknickte, und begann dann alle möglichen Dinge aus den Taschen seines Umhangs zu ziehen: einen Kupferkessel, eine platt gedrückte Packung Würstchen, einen Schürhaken, eine Teekanne, einige ineinandergesteckte Becher und eine Flasche mit einer bernsteinfarbenen Flüssigkeit, aus der er sich einen Schluck genehmigte, bevor der Tee zu kochen begann. Bald war die Hütte erfüllt von dem Duft der brutzelnden Würste. Während der Riese arbeitete, sagte niemand ein Wort, doch als er die ersten sechs fetten, saftigen, leicht angekokelten Würste vom Rost nahm, zappelte Dudley ein wenig. Onkel Vernon fauchte ihn an: »Dudley, du rührst nichts von dem an, was er dir gibt.«

Der Riese gab ein dunkles Glucksen von sich.

»Dein großer Pudding von einem Sohn muss nicht mehr gemästet werden, Dursley, keine Panik.«

Er reichte die Würstchen Harry, der so hungrig war, dass es ihm vorkam, als hätte er noch nie etwas Wundervolleres gekostet, doch immer noch konnte er den Blick nicht von dem Riesen abwenden. Schließlich, da offenbar niemand etwas zu erklären schien, sagte er: »Tut mir leid, aber ich weiß immer noch nicht richtig, wer du bist.«

Der Riese nahm einen großen Schluck Tee und wischte sich mit dem Handrücken den Mund.

»Nenn mich Hagrid«, sagte er, »das tun alle. Und wie ich dir schon gesagt hab, bin ich der Schlüsselhüter von Hogwarts – über Hogwarts weißt du natürlich alles.«

»Ähm – nein«, sagte Harry.

Hagrid sah schockiert aus.

»Tut mir leid«, sagte Harry rasch.

»Tut dir leid?«, bellte Hagrid und wandte sich zu den Dursleys um mit einem Blick, der sie in die Schatten zurückweichen ließ. »Denen sollte es leidtun. Ich wusste, dass du deine Briefe nicht kriegst, aber ich hätt nie gedacht, dass du nicht mal von Hogwarts weißt, das is ja zum Heulen! Hast du dich nie gefragt, wo deine Eltern das alles gelernt haben?«

»Alles was?«, fragte Harry.

»ALLES WAS?«, donnerte Hagrid. »Nu mal langsam!«

Er war aufgesprungen. In seinem Zorn schien er die ganze Hütte auszufüllen. Die Dursleys kauerten sich an die Wand.

»Wollt ihr mir etwa sagen«, knurrte er sie an, »dass dieser Junge – dieser Junge! – nichts von – von NICHTS weiß?«

Das ging Harry doch ein wenig zu weit. Immerhin ging er zur Schule und hatte keine schlechten Noten.

»Ich weiß schon *einiges*«, sagte er. »Ich kann nämlich Mathe und solche Sachen.«

Doch Hagrid tat dies mit einer Handbewegung ab und sagte: »Über *unsere* Welt, meine ich. *Deine* Welt. *Meine* Welt. *Die Welt von deinen Eltern.*«

»Welche Welt?«

Hagrid sah aus, als würde er gleich explodieren.

»DURSLEY!«, dröhnte er.

Onkel Vernon, der ganz blass geworden war, flüsterte etwas, das sich anhörte wie »Mimbelwimbel«. Hagrid starrte Harry mit wildem Blick an.

»Aber du musst doch von Mum und Dad wissen«, sagte er. »Ich meine, sie sind *berühmt*. Du bist *berühmt*.«

»Was? Mum und Dad waren doch nicht berühmt!«

»Du weißt es nicht … du weißt es nicht …« Hagrid fuhr sich mit den Fingern durch die Haare und fixierte Harry mit einem bestürzten Blick.

»Du weißt nicht, was du *bist?*«, sagte er schließlich.

Onkel Vernon fand plötzlich seine Stimme wieder.

»Aufhören«, befahl er, »hören Sie sofort auf, Sir! Ich verbiete Ihnen, dem Jungen irgendetwas zu sagen!«

Auch ein mutigerer Mann als Vernon Dursley wäre unter dem zornigen Blick Hagrids zusammengebrochen; als Hagrid sprach, zitterte jede Silbe vor Entrüstung.

»Du hast es ihm nie gesagt? Ihm nie gesagt, was in dem Brief stand, den Dumbledore für ihn dagelassen hat? Ich war auch dabei! Ich hab gesehen, wie Dumbledore ihn dort hingelegt hat, Dursley! Und du hast ihn Harry all die Jahre vorenthalten?«

»*Was* vorenthalten?«, fragte Harry begierig.

»AUFHÖREN! ICH VERBIETE ES IHNEN!«, schrie Onkel Vernon in Panik.

Tante Petunia schnappte vor Schreck nach Luft.

»Aach, kocht eure Köpfe doch im eigenen Saft, ihr beiden«, sagte Hagrid. »Harry, du bist ein Zauberer.«

In der Hütte herrschte mit einem Mal Stille. Nur das Meer und das Pfeifen des Winds waren noch zu hören.

»Ich bin ein *was?*«

»Ein Zauberer, natürlich«, sagte Hagrid und setzte sich wieder auf das Sofa, das unter Ächzen noch tiefer einsank. »Und ein verdammt guter noch dazu, würd ich sagen, sobald du mal 'n bisschen Übung hast. Was solltest du auch anders sein, mit solchen Eltern wie deinen? Und ich denk, 's ist an der Zeit, dass du deinen Brief liest.«

Harry streckte die Hand aus und nahm endlich den gelblichen Umschlag, der in smaragdgrüner Schrift adressiert war an *Mr. H. Potter, Der Fußboden, Hütte-auf-dem-Fels, Das Meer.* Er zog den Brief aus dem Umschlag und las:

HOGWARTS-SCHULE FÜR HEXEREI UND ZAUBEREI

Schulleiter: Albus Dumbledore
(Orden der Merlin, Erster Klasse, Großz., Hexenmst.
Ganz hohes Tier, Internationale Vereinig. d. Zauberer)

Sehr geehrter Mr. Potter,
wir freuen uns, Ihnen mitteilen zu können, dass Sie an der Hogwarts-Schule für Hexerei und Zauberei aufgenommen sind. Beigelegt finden Sie eine Liste aller benötigten Bücher und Ausrüstungsgegenstände.
Das Schuljahr beginnt am 1. September. Wir erwarten Ihre Eule spätestens am 31. Juli.

Mit freundlichen Grüßen

Minerva McGonagall
Stellvertretende Schulleiterin

Wie ein Feuerwerk explodierten Fragen in Harrys Kopf, und er konnte sich nicht entscheiden, welche er zuerst stellen sollte. Nach ein paar Minuten stammelte er: »Was soll das heißen, sie erwarten meine Eule?«

»Galoppierende Gorgonen, da fällt mir doch ein …«, sagte Hagrid und schlug sich mit solcher Wucht die Hand gegen die Stirn, dass es einen Brauereigaul umgehauen hätte. Aus einer weiteren Tasche im Innern seines Umhangs zog er eine Eule hervor – eine echte, lebende, recht zerzaust aussehende Eule – sowie einen langen Federkiel und eine Pergamentrolle. Mit der Zunge zwischen den Lippen kritzelte er eine Notiz. Für Harry standen die Buchstaben zwar auf dem Kopf, dennoch konnte er sie lesen:

Sehr geehrter Mr. Dumbledore,
ich habe Harry seinen Brief überreicht. Nehme ihn morgen mit, um seine Sachen einzukaufen.
Wetter ist fürchterlich. Hoffe, Sie sind wohlauf.
Hagrid

Hagrid rollte die Nachricht zusammen, übergab sie der Eule, die sie in den Schnabel klemmte, ging zur Tür und schleuderte die Eule hinaus in den Sturm. Dann kam er zurück und setzte sich, als hätte er nur mal kurz telefoniert.

Harry bemerkte, dass ihm der Mund offen stand, und klappte ihn rasch zu.

»Wo war ich gerade?«, sagte Hagrid, doch in diesem Augenblick trat Onkel Vernon, immer noch aschfahl, doch sehr zornig aussehend, in das Licht des Kaminfeuers.

»Er bleibt hier«, sagte er.

Hagrid grunzte.

»Das möchte ich sehen, wie ein so großer Muggel wie du ihn aufhalten will«, sagte er.

»Ein was?«, fragte Harry neugierig.

»Ein Muggel«, sagte Hagrid, »so nennen wir Leute wie ihn, die nicht zu den Magiern gehören. Und es ist dein Pech, dass du in einer Familie der größten Muggel aufgewachsen bist, die ich je gesehen habe.«

»Als wir ihn aufnahmen, haben wir geschworen, diesem Blödsinn ein Ende zu setzen«, sagte Onkel Vernon, »geschworen, es ihm auszubläuen! Zauberer, in der Tat!«

»Ihr habt es *gewusst?*«, sagte Harry, »ihr habt *gewusst*, dass ich ein – ein Zauberer bin?«

»Gewusst!«, schrie Tante Petunia plötzlich auf, »*gewusst!* Natürlich haben wir's gewusst! Wie denn auch nicht, wenn meine vermaledeite Schwester so eine war? Sie hat nämlich genau den gleichen Brief bekommen und ist dann in diese – diese *Schule* verschwunden und kam in den Ferien jedes Mal mit den Taschen voller Froschlaich nach Hause und hat Teetassen in Ratten verwandelt. Ich war die Einzige, die klar erkannt hat, was sie wirklich war – eine Missgeburt. Aber bei Mutter und Vater, o nein, da hieß es Lily hier und Lily da, sie waren stolz, eine Hexe in der Familie zu haben!«

Sie hielt inne, um tief Luft zu holen, und fing dann erneut an zu schimpfen. Es schien, als ob sie das schon all die Jahre hatte loswerden wollen.

»Dann hat sie diesen Potter an der Schule getroffen, und sie sind weggegangen und haben geheiratet und haben dich bekommen, und natürlich wusste ich, dass du genau so einer sein würdest, genauso seltsam, genauso – *unnormal*, und dann, bitte schön, hat sie es geschafft, sich in die Luft zu jagen, und wir mussten uns plötzlich mit dir herumschlagen!«

Harry war ganz bleich geworden. Sobald er seine Stimme gefunden hatte, sagte er: »In die Luft gejagt? Du hast mir erzählt, dass sie bei einem Autounfall gestorben sind!«

»AUTOUNFALL!«, donnerte Hagrid und sprang so wütend auf, dass die Dursleys sich in ihre Ecke verdrückten. »Wie könnten Lily und James Potter in einem Auto ums Leben kommen? Das ist eine Schande! Ein Skandal! Harry Potter kennt nicht mal seine eigene Geschichte, wo doch jedes Kind in unserer Welt seinen Namen weiß!«

»Warum eigentlich? Was ist passiert?«, fragte Harry drängend.

Der Zorn wich aus Hagrids Gesicht. Plötzlich schien er etwas zu fürchten.

»Das hätte ich nie erwartet«, sagte er mit leiser, besorgter Stimme. »Als Dumbledore sagte, dass es schwierig werden würde, dich zu erwischen, hatte ich keine Ahnung, wie wenig du weißt. Ach, Harry, vielleicht bin ich nicht der Richtige, um es dir zu sagen – aber einer muss es tun –, und du kannst nicht nach Hogwarts gehen, ohne es zu wissen.«

Er warf den Dursleys einen finsteren Blick zu.

»Nun, es ist am besten, wenn du so viel weißt, wie ich dir sagen kann – aber natürlich kann ich dir nicht alles sagen, es ist ein großes Geheimnis, manches davon jedenfalls …«

Er setzte sich, starrte einige Augenblicke lang ins Feuer und sagte dann: »Es fängt, glaube ich, mit – mit einem Typen namens – aber es ist unglaublich, dass du seinen Namen nicht kennst, in unserer Welt kennen ihn alle –«

»Wen?«

»Nun ja, ich nenn den Namen lieber nicht, wenn's nicht unbedingt sein muss. Keiner tut's.«

»Warum nicht?«

»Schluckende Wasserspeier, Harry, die Leute haben immer noch Angst. Verflucht, ist das schwierig. Sieh mal, da war dieser Zauberer, der … böse geworden ist. So böse, wie

es nur geht. Schlimmer noch. Schlimmer als schlimm. Sein Name war …«

Hagrid würgte, aber kein Wort kam hervor.

»Könntest du es aufschreiben?«, schlug Harry vor.

»Nöh – kann ihn nicht buchstabieren. Na gut – *Voldemort.*« Hagrid erschauerte. »Zwing mich nicht, das noch mal zu sagen. Jedenfalls, dieser – dieser Zauberer hat vor etwa zwanzig Jahren begonnen, sich Anhänger zu suchen. Und die hat er auch bekommen – manche hatten Angst, manche wollten einfach ein wenig von seiner Macht, denn er verschaffte sich viel Macht, das muss man sagen. Dunkle Zeiten, Harry. Wussten nicht, wem wir trauen sollten, wagten nicht, uns mit fremden Zauberern oder Hexen anzufreunden … Schreckliche Dinge sind passiert. Er hat die Macht übernommen. Klar haben sich einige gewehrt – und er hat sie umgebracht. Furchtbar. Einer der wenigen sicheren Orte, die es noch gab, war Hogwarts. Vermute, Dumbledore war der Einzige, vor dem Du-weißt-schon-wer Angst hatte. Hat es nicht gewagt, die Schule einzusacken, damals jedenfalls nicht.

Nun waren deine Mum und dein Dad als Hexe und Zauberer so gut, wie ich noch niemanden gekannt hab. Zu ihrer Zeit Schulsprecher und Schulsprecherin in Hogwarts! Für mich ist es ein großes Rätsel, warum Du-weißt-schon-wer nie versucht hat, sie auf seine Seite zu bringen … Hat wohl gewusst, dass sie Dumbledore zu nahe waren, um etwas mit der dunklen Seite zu tun haben zu wollen.

Vielleicht hat er geglaubt, er könne sie überreden … Vielleicht hat er sie auch nur aus dem Weg haben wollen. Alles, was man weiß, ist, dass er in dem Dorf auftauchte, wo ihr alle gelebt habt, an Halloween vor zehn Jahren. Du warst gerade mal ein Jahr alt. Er kam in euer Haus und – und –«

CHAPTER FOUR

THE KEEPER OF THE KEYS

BOOM. They knocked again. Dudley jerked awake.

"Where's the cannon?" he said stupidly.

There was a crash behind them and Uncle Vernon came skidding into the room. He was holding a rifle in his hands — now they knew what had been in the long, thin package he had brought with them.

"Who's there?" he shouted. "I warn you — I'm armed!"

There was a pause. Then —

SMASH!

The door was hit with such force that it swung clean off its hinges and with a deafening crash landed flat on the floor.

A giant of a man was standing in the doorway. His face was almost completely hidden by a long, shaggy mane of hair and a wild, tangled beard, but you could make out his eyes, glinting like black beetles under all the hair.

The giant squeezed his way into the hut, stooping so that his head just brushed the ceiling. He bent down, picked up the door, and fitted it easily back into its frame. The noise of the storm outside dropped a little. He turned to look at them all.

"Couldn't make us a cup o' tea, could yeh? It's not been an easy journey. . . ."

He strode over to the sofa where Dudley sat frozen with fear.

"Budge up, yeh great lump," said the stranger.

Dudley squeaked and ran to hide behind his mother, who was crouching, terrified, behind Uncle Vernon.

"An' here's Harry!" said the giant.

Harry looked up into the fierce, wild, shadowy face and saw that the beetle eyes were crinkled in a smile.

"Las' time I saw you, you was only a baby," said the giant. "Yeh look a lot like yer dad, but yeh've got yer mom's eyes."

Uncle Vernon made a funny rasping noise.

"I demand that you leave at once, sir!" he said. "You are breaking and entering!"

"Ah, shut up, Dursley, yeh great prune," said the giant; he reached over the back of the sofa, jerked the gun out of Uncle Vernon's hands, bent it into a knot as easily as if it had been made of rubber, and threw it into a corner of the room.

Uncle Vernon made another funny noise, like a mouse being trodden on.

"Anyway — Harry," said the giant, turning his back on the Dursleys, "a very happy birthday to yeh. Got summat fer yeh here — I mighta sat on it at some point, but it'll taste all right."

From an inside pocket of his black overcoat he pulled a slightly

squashed box. Harry opened it with trembling fingers. Inside was a large, sticky chocolate cake with *Happy Birthday Harry* written on it in green icing.

Harry looked up at the giant. He meant to say thank you, but the words got lost on the way to his mouth, and what he said instead was, "Who are you?"

The giant chuckled.

"True, I haven't introduced meself. Rubeus Hagrid, Keeper of Keys and Grounds at Hogwarts."

He held out an enormous hand and shook Harry's whole arm.

"What about that tea then, eh?" he said, rubbing his hands together. "I'd not say no ter summat stronger if yeh've got it, mind."

His eyes fell on the empty grate with the shriveled chip bags in it and he snorted. He bent down over the fireplace; they couldn't see what he was doing but when he drew back a second later, there was a roaring fire there. It filled the whole damp hut with flickering light and Harry felt the warmth wash over him as though he'd sunk into a hot bath.

The giant sat back down on the sofa, which sagged under his weight, and began taking all sorts of things out of the pockets of his coat: a copper kettle, a squashy package of sausages, a poker, a teapot, several chipped mugs, and a bottle of some amber liquid that he took a swig from before starting to make tea. Soon the hut was full of the sound and smell of sizzling sausage. Nobody said a thing while the giant was working, but as he slid the first six fat, juicy, slightly burnt sausages from the poker, Dudley fidgeted a little. Uncle Vernon said sharply, "Don't touch anything he gives you, Dudley."

The giant chuckled darkly.

"Yer great puddin' of a son don' need fattenin' anymore, Dursley, don' worry."

He passed the sausages to Harry, who was so hungry he had never tasted anything so wonderful, but he still couldn't take his eyes off the giant. Finally, as nobody seemed about to explain anything, he said, "I'm sorry, but I still don't really know who you are."

The giant took a gulp of tea and wiped his mouth with the back of his hand.

"Call me Hagrid," he said, "everyone does. An' like I told yeh, I'm Keeper of Keys at Hogwarts — yeh'll know all about Hogwarts, o' course."

"Er — no," said Harry.

Hagrid looked shocked.

"Sorry," Harry said quickly.

"*Sorry?*" barked Hagrid, turning to stare at the Dursleys, who shrank back into the shadows. "It's them as should be sorry! I knew yeh weren't gettin' yer letters but I never thought yeh wouldn't even know abou' Hogwarts, fer cryin' out loud! Did yeh never wonder where yer parents learned it all?"

"All what?" asked Harry.

"ALL WHAT?" Hagrid thundered. "Now wait jus' one second!"

He had leapt to his feet. In his anger he seemed to fill the whole hut. The Dursleys were cowering against the wall.

"Do you mean ter tell me," he growled at the Dursleys, "that this boy — this boy! — knows nothin' abou' — about ANYTHING?"

Harry thought this was going a bit far. He had been to school, after all, and his marks weren't bad.

"I know *some* things," he said. "I can, you know, do math and stuff."

But Hagrid simply waved his hand and said, "About *our* world, I mean. *Your* world. *My* world. *Yer parents' world.*"

"What world?"

Hagrid looked as if he was about to explode.

"DURSLEY!" he boomed.

Uncle Vernon, who had gone very pale, whispered something that sounded like "Mimblewimble." Hagrid stared wildly at Harry.

"But yeh must know about yer mom and dad," he said. "I mean, they're *famous*. You're *famous*."

"What? My — my mom and dad weren't famous, were they?"

"Yeh don' know . . . yeh don' know . . ." Hagrid ran his fingers through his hair, fixing Harry with a bewildered stare.

"Yeh don' know what yeh *are*?" he said finally.

Uncle Vernon suddenly found his voice.

"Stop!" he commanded. "Stop right there, sir! I forbid you to tell the boy anything!"

A braver man than Vernon Dursley would have quailed under the furious look Hagrid now gave him; when Hagrid spoke, his every syllable trembled with rage.

"You never told him? Never told him what was in the letter Dumbledore left fer him? I was there! I saw Dumbledore leave it, Dursley! An' you've kept it from him all these years?"

"Kept *what* from me?" said Harry eagerly.

"STOP! I FORBID YOU!" yelled Uncle Vernon in panic.

Aunt Petunia gave a gasp of horror.

"Ah, go boil yer heads, both of yeh," said Hagrid. "Harry — yer a wizard."

There was silence inside the hut. Only the sea and the whistling wind could be heard.

"I'm a *what*?" gasped Harry.

"A wizard, o' course," said Hagrid, sitting back down on the sofa, which groaned and sank even lower, "an' a champion good'un, I'd say, once yeh've been trained up a bit. With a mum an' dad like yours, what else would yeh be? An' I reckon it's abou' time yeh read yer letter."

Harry stretched out his hand at last to take the yellowish envelope, addressed in emerald green to Mr. H. Potter, The Floor, Hut-on-the-Rock, The Sea. He pulled out the letter and read:

HOGWARTS SCHOOL
of WITCHCRAFT *and* WIZARDRY

Headmaster: ALBUS DUMBLEDORE
(Order of Merlin, First Class, Grand Sorc., Ch. Warlock, Supreme Mugwump, International Confed. of Wizards)

Dear Mr. Potter,

We are pleased to inform you that you have been accepted at Hogwarts School of Witchcraft and Wizardry. Please find enclosed a list of all necessary books and equipment.

Term begins on September 1. We await your owl by no later than July 31.

Yours sincerely,

Minerva McGonagall

Minerva McGonagall,
Deputy Headmistress

CHAPTER FOUR

Questions exploded inside Harry's head like fireworks and he couldn't decide which to ask first. After a few minutes he stammered, "What does it mean, they await my owl?"

"Gallopin' Gorgons, that reminds me," said Hagrid, clapping a hand to his forehead with enough force to knock over a cart horse, and from yet another pocket inside his overcoat he pulled an owl — a real, live, rather ruffled-looking owl — a long quill, and a roll of parchment. With his tongue between his teeth he scribbled a note that Harry could read upside down:

Dear Professor Dumbledore,
Given Harry his letter.
Taking him to buy his things tomorrow.
Weather's horrible. Hope you've well.
Hagrid

Hagrid rolled up the note, gave it to the owl, which clamped it in its beak, went to the door, and threw the owl out into the storm. Then he came back and sat down as though this was as normal as talking on the telephone.

Harry realized his mouth was open and closed it quickly.

"Where was I?" said Hagrid, but at that moment, Uncle Vernon, still ashen-faced but looking very angry, moved into the firelight.

"He's not going," he said.

Hagrid grunted.

"I'd like ter see a great Muggle like you stop him," he said.

"A what?" said Harry, interested.

"A Muggle," said Hagrid, "it's what we call nonmagic folk like them. An' it's your bad luck you grew up in a family o' the biggest Muggles I ever laid eyes on."

"We swore when we took him in we'd put a stop to that rubbish," said Uncle Vernon, "swore we'd stamp it out of him! Wizard indeed!"

"You *knew*?" said Harry. "You *knew* I'm a — a wizard?"

"Knew!" shrieked Aunt Petunia suddenly. "*Knew!* Of course we knew! How could you not be, my dratted sister being what she was? Oh, she got a letter just like that and disappeared off to that — that *school* — and came home every vacation with her pockets full of frog spawn, turning teacups into rats. I was the only one who saw her for what she was — a freak! But for my mother and father, oh no, it was Lily this and Lily that, they were proud of having a witch in the family!"

She stopped to draw a deep breath and then went ranting on. It seemed she had been wanting to say all this for years.

"Then she met that Potter at school and they left and got married and had you, and of course I knew you'd be just the same, just as strange, just as — as — *abnormal* — and then, if you please, she went and got herself blown up and we got landed with you!"

Harry had gone very white. As soon as he found his voice he said, "Blown up? You told me they died in a car crash!"

"CAR CRASH!" roared Hagrid, jumping up so angrily that the Dursleys scuttled back to their corner. "How could a car crash kill Lily an' James Potter? It's an outrage! A scandal! Harry Potter not knowin' his own story when every kid in our world knows his name!"

FOCUS ONLINE SCHULE

http://www.focus.de/schule/familie/fid-12309/berufswahl-mama-was-soll-ich-werden_aid_343723.html

Berufswahl

Mama, was soll ich werden?

Mittwoch, 29.10.2008, 07:48 · von FOCUS-Online-Autorin Angelika Steffen

Eltern können ihrem Kind dabei helfen, sich auf seine Talente zu konzentrieren Colorubox.com

Wie geht es nach der Schule weiter: Studium oder Ausbildung? Dazu hätten Jugendliche gern den Rat ihrer Eltern. So helfen sie bei der Berufswahl.

Wissen Sie, was ein Desktop-Publisher macht, womit sich der Galeniker beschäftigt oder was sich hinter dem Bachelor für Informationslogistik verbirgt? Wenn nicht mag es daran liegen, dass es schon einige Zeit her ist, seit Sie selbst in den Arbeitsmarkt eingetreten sind. Was aber tun, wenn das Kind nach Hause kommt und fragt: „Wäre das ein Beruf für mich?"

Neue Namen, neue Inhalte

In den letzten Jahren hat sich die Berufswelt massiv verändert, neue Berufe sind hinzugekommen, andere haben Inhalte und Namen geändert. Wer eine Ausbildung zur Krankenschwester machen möchte, muss sich inzwischen unter dem Stichwort „Gesundheitspflegerin" orientieren, Arzthelfer heißen jetzt medizinische Fachangestellte, aus Korbmachern sind Flechtwerkgestalter und aus Müllern Verfahrenstechnologen in der Mühlen- und Futtermittelwirtschaft geworden. Gar nicht so leicht, dabei den Überblick zu behalten. Inzwischen gibt es rund 350 Ausbildungs-, 120 Berufsfachschul- und über 11 000 Studienmöglichkeiten. Was soll man daraus wählen?

Mit dieser Frage kommen Jugendliche in erster Linie zu ihren Eltern. Sie sind laut Studien und Umfragen unter Jugendlichen die meistgefragten Berufsberater. Und das aus gutem Grund: Eltern kennen ihr Kind besser als jeder andere. Sie wissen, ob Sohn oder Tochter Ausdauer hat, handwerklich oder eher analytisch begabt ist. Talente zu kennen und seinen Job danach zu wählen ist wichtig, denn nur derjenige wird erfolgreich und zufrieden sein, der seinen Neigungen und Fähigkeiten im Beruf nachgehen kann.

Die Tatsache, dass im Schnitt jeder fünfte Jugendliche seine Lehre nicht beendet, hat ihren Ursprung in der unbedachten Berufswahl. Die Schulabgänger haben „irgendeine Ausbildung" angefangen, ohne dass diese mit ihren Interessen und Neigungen in Einklang stand. Berufe, die bei Teenagern sehr gefragt sind, passen nicht automatisch auch zu jedem. Für Eltern geht es nicht unbedingt darum, zu einem konkreten Berufsbild zu raten. Aber sie können den wichtigsten Beitrag im Orientierungsprozess leisten, indem sie ihrem Kind helfen, sich auf seine Talente zu konzentrieren.

Stärken erforschen

Für eine erfolgreiche Berufswahl müssen Jugendliche zu Detektiven der eigenen Stärken und Schwächen werden. Dabei helfen Fragen wie: Was interessiert mich? Was macht mir besonderen Spaß? Was fällt mir schwer, was dagegen leicht? Was habe ich schon ausprobiert? Was möchte ich kennenlernen? Das Engagement im Jugendclub oder bei Sportvereinen zählt ebenso dazu wie kleine Erfindungen, Sprachkurse, Ferienjobs oder Auslandsaufenthalte. Jugendliche machen meist mehr, als sie denken, und das gilt es zu dokumentieren und sich dessen bewusst zu werden.

Damit sollte man idealerweise bereits während der Schulzeit beginnen. Mithilfe eines Portfolios oder eines Qualipasses, wie ihn etwa das Land Baden-Württemberg herausgibt, lassen sich Aktivitäten wie in einem

Tagebuch festhalten. Beim Sprung in die Arbeitswelt ist das eine gute Ergänzung zum Schulzeugnis und ein Türöffner bei Betrieben, die daran die Selbstverantwortung und den Einsatz der Jugendlichen in unterschiedlichen Bereichen erkennen. Schüler können sich hier alles bescheinigen lassen, was sie schon gemacht haben: Sozialpraktikum im Altenheim, Austauschprogramme mit ausländischen Partnerschulen, wöchentliche Besuche in der Mädchenwerkstatt der Hauptschule oder Posten als Schulsprecher. Lehrer, Vereinsleiter oder Betreuer bestätigen das Engagement mit ihrer Unterschrift und einem Stempel. So beginnen Schüler schon früh damit, sich mit dem nicht immer einfachen Prozess der Berufsorientierung auseinanderzusetzen und können stolz durch ihre Leistungsnachweise blättern. Das stärkt den Glauben an die eigenen Fähigkeiten.

Praxiseinblicke gewinnen

Praktika erleichtern für Jugendliche die Berufswahl Colourbox.com

Ein wertvolles Werkzeug bei der Berufsorientierung sind natürlich Praktika. Dabei kann man sich ausprobieren und merkt schnell, ob ein Beruf passt und Spaß macht. Auch Gespräche mit Berufserfahrenen erleichtern die Orientierung. Hier können Eltern helfen, indem sie beispielsweise Kontakt zum Fleischer um die Ecke herstellen, eine Freundin von ihrem Beruf als Schauspielerin berichten lassen oder ihren Nachwuchs ermutigen, beim Cousin anzurufen und sich nach seinen Erfahrungen in der Lehre zum Mechatroniker zu erkundigen.

Wer völlig planlos vor der Berufswahl steht, sich nicht recht entscheiden kann, weil er so vielseitig interessiert ist oder seine Selbsteinschätzung noch einmal überprüfen möchte, kann zur Orientierung einen Interessen- oder Stärkentest machen – und dabei manchmal ganz ungeahnte Potenziale entdecken. Das Land Nordrhein-Westfalen ist von den professionellen Neigungstests so überzeugt, dass es allen Schülern der neunten Jahrgangsstufen einen solchen anbietet. Er wolle damit Jugendlichen ermöglichen, eine Berufswahl zu treffen, die sich auch nach Jahren noch bewährt, begründete Arbeitsminister Karl-Josef Laumann das Projekt. Alle anderen können sich an ein professionelles Institut wie geva in München wenden oder online das „Borakel" der Ruhruniversität Bochum befragen.

Maßvolle Begleitung

Eltern haben ganz eigene Vorstellungen darüber, was ihre Kinder einmal werden sollen, könnten oder können. Das ist ganz natürlich, denn sie haben sie aufwachsen sehen, haben ihre Entwicklung verfolgt und gefördert und die Persönlichkeit des Kindes mit seinen vielfältigen Talenten durch alle Phasen der Kindheit und Jugend hindurch erlebt. Doch welchen Beruf der Nachwuchs ergreift, entscheidet er letztendlich selbst – begleitet von den Eltern. Vorschläge sind eine tolle Möglichkeit, sich in die Berufswahl einzubringen. Bringen Sie Argumente für Ihre Ideen vor, nur Vorschriften sollten tabu sein.

Für Eltern gilt: Genau zuhören, mit welchen Wünschen, Träumen und Ideen das Kind sich (auch schon früh) beschäftigt. Zuhören geht vor bewerten – und das bedeutet auch, unliebsame Ideen zuzulassen und Gedanken wie „Kann man davon leben?" zunächst auszublenden. Das ist eine der größten Herausforderungen. Denn natürlich will jeder, dass der Nachwuchs einen Job wählt, mit dem er finanziell unabhängig ist. Geäußertes ist oft Rohmaterial, aus dem sich unterschiedliche Berufsbilder herauskristallisieren und formen lassen. Die Tochter hat nichts anderes im Kopf als Pferde und verbringt jede freie Minute im Stall? Könnte eine wunderbare Basis für eine Stellung als Pferdewirtin, Pferdepflegerin, Reitlehrerin oder Tierärztin sein. Ein Anruf bei Reitsportvereinen hilft, sich über Möglichkeiten zu informieren. Die gemeinsame Diskussion über die Zukunft trägt dazu bei, das Für und Wider eines Jobs und die daraus entstehenden Konsequenzen auszloten.

URL: http://www.[illegible]familie&id=123(

Eltern können zudem Perspektiven aufzeigen, etwa wenn das Ziel zum Traumberuf nicht so geradlinig verlaufen kann, weil der Notendurchschnitt für einen Studienplatz nicht reichte. Dazu zählt auch, Jugendliche davon abzubringen, sich auf möglichst viele unterschiedliche Ausbildungsangebote zu bewerben, um die Chancen auf eine Stelle zu erhöhen. Das ist zwar eine rationale Strategie, meist funktioniert sie aber nicht. Denn: Mit der Menge der Bewerbungen steigen nicht nur die Kosten, sondern insbesondere auch die Anzahl der Ablehnungen und unbeantworteter Bewerbungen. Die Berufswahl ist eine intensive und konfliktträchtige Herausforderung, bei welcher der Rückhalt der Eltern unverzichtbar ist.

Buchtipp:
Angelika Steffen ist Autorin des Buches „Schule – und dann? So helfen Eltern ihren Kindern bei der Berufswahl".

Deutscher Taschenbuch Verlag
144 Seiten, 9,90 Euro

APPENDIX L: IRB CONSENT FORM

IRB APPROVED ON: 06/14/2012 **EXPIRES ON: 06/13/2013**
IRB # 2012-04-0022

CONSENT FORM

You are being asked to participate in a research study. This form provides you with information about the study. The person in charge of this research will also describe this study to you and answer all of your questions. Please read the information below and ask any questions you might have before deciding whether or not to take part. Your participation is entirely voluntary. You can refuse to participate without penalty or loss of benefits to which you are otherwise entitled. You can stop your participation at any time and your refusal will not impact current for future relationships with UT Austin or participating sites. To do so, simply tell the researcher you wish to stop participation. The researcher will provide you with a copy of this consent for your records.

The purpose of this study is to examine development in students' perceptions and observations of the target culture reflected in their writing based on texts they read outside of class.

If you agree to be in this study, I will ask you to do the following things:

- Fill out a pre-study questionnaire with demographic information and experience with German.
- Allow the researcher to read and analyze the reading journals you produce as part of your overall GER 507 grade.
- Give the researcher permission to access your final grade and compare that grade with your composite reading journal grade.
- Fill out a post-study questionnaire about your impressions of what you have learned this semester.
- Participate in a brief follow-up interview about your experience in GER 507 this semester (optional).

Total estimated time to participate in study is 40-50 minutes. The only participation requirements outside of keeping a reading journal, which you are already required to do as part of your GER 507 course requirements, are filling out pre- and post-study questionnaires, which would take 15-20 minutes each. Optional follow-up interviews would take approximately 10-20 minutes.

Risks of being in the study
There are no known risks of participating in this study however, this process may involve risks that are currently unforeseeable. If you wish to discuss the information above or any other risks you may experience, you may ask questions now or contact Karin Maxey (karin.maxey@utexas.edu) at any time.

Benefits of being in the study
There are no direct benefits of being in this study. However, participants may indirectly benefit from this study by participating in a project that aims to improve the language learning process.

Compensation: You will not be offered financial compensation for participating in this study.

Confidentiality and Privacy Protections:
The data resulting from your participation may be made available to other researchers in the future for research purposes not detailed within this consent form. In these cases, the data will contain no identifying information that could associate you with it, or with your participation in any study.

The **records** of this study will be stored securely and kept confidential. Authorized persons from The University of Texas at Austin and members of the Institutional Review Board (IRB) have the legal right to review your research records and will protect the **confidentiality** of those records to the extent permitted by law. All publications will exclude any information that will make it possible to identify you as a subject. Throughout the study, the researchers will notify you of new information that may become available and

IRB APPROVED ON: 06/14/2012 **EXPIRES ON: 06/13/2013**
IRB # 2012-04-0022
that might affect your decision to remain in the study.

Contacts and Questions:
If you have any questions about the study, please ask now. If you have questions later, want additional information, or wish to withdraw your participation call **Karin Maxey at 815-291-9798 or email her at karin.maxey@utexas.edu**. You many also contact **Dr. Per Urlaub**, Supervising Professor of this study at **urlaub@mail.utexas.edu**. For questions about your rights or any dissatisfaction with any part of this study, you can contact, anonymously if you wish, the Institutional Review Board by phone at (512) 471-8871 or email at orsc@uts.cc.utexas.edu.

You may keep a copy of this consent form.

You are making a decision to participate in this study. Your signature below indicates that you have read the information provided above and have decided to participate in the study. If you later decide that you wish to withdraw your permission to participate in the study, simply tell me. You may discontinue your participation at any time.

_____ _____
Printed Name Signature

_____
Date

_____ _____
Signature of Investigator Date

APPENDIX M: POST-STUDY QUESTIONNAIRE

Name: _____ UT EID: _____
Instructor: _____ E-mail address: _____

Are you willing to participate in a <u>follow-up interview</u> about your reading journal experience? (Circle one.)
Yes No

GENERAL

Please circle how much you agree or disagree with each statement.

	1 = definitely disagree 2 = disagree 3 = agree 4 = definitely agree				
1.	The written instructions for the reading journal were clear.	1	2	3	4
2.	The tutorial for the reading journal was helpful.	1	2	3	4
3.	Doing a sample journal before Reading Journal 1 was due helped me to prepare my first journal and understand what the reading journal assignment was about.	1	2	3	4
4.	The objectives for the reading journals were clear to me.	1	2	3	4
5.	The reading journal assignments were similar to other assignments I have done in language classes.	1	2	3	4
6.	We should do the reading journal again in other second-semester (GER 507) language classes.	1	2	3	4

Please elaborate on any of your responses above.

THE READING EXPERIENCE

	1 = definitely disagree 2 = disagree 3 = agree 4 = definitely agree				
1.	Reading outside of class made a positive contribution to my language learning.	1	2	3	4
2.	It took me more time than I spend on other assignments to complete the reading (not the reading journal itself; only reading).	1	2	3	4
3.	Reading outside of class improved my vocabulary.	1	2	3	4
4.	I used the information I already knew about a topic (like *Harry Potter* or traveling in Germany) to understand the texts I was reading.	1	2	3	4
5.	After completing the reading journals, I feel more confident about my ability to comprehend and analyze German texts.	1	2	3	4
6.	The texts I read for the reading journals used vocabulary that is relevant to me.	1	2	3	4
7.	I used an online translator (like Google or Babelfish) to read my texts or to look up words I didn't understand.	1	2	3	4
8.	I developed new strategies for reading in German through reading outside of class and found it helpful to talk about strategies in class.	1	2	3	4
9.	I plan on continuing to read German texts outside of class.	1	2	3	4
10.	Reading texts became easier over the course of the semester because of the practice I gained through the reading journals.	1	2	3	4

Would you have answered any of these questions differently after reading journal 1?

THE READING JOURNAL EXPERIENCE

1 = definitely disagree 2 = disagree 3 = agree 4 = definitely agree				
1. Writing the reading journals had a positive impact on my language learning.	1	2	3	4
2. It took me more time than I spend on other assignments to complete the reading journal (not the reading, only the journal).	1	2	3	4
3. In comparison to other assignments in the course, the reading journals were more beneficial to my language and culture learning.	1	2	3	4
4. The reading journals helped me see aspects of German-speaking cultures that I might not have otherwise discovered.	1	2	3	4
5. Writing my reading journals became easier over the course of the semester.	1	2	3	4
6. Class discussions were beneficial because they allowed me to compare my readings of the texts with those of other students.	1	2	3	4
7. Class discussions about the reading journals contributed to my understanding of German-speaking cultures.	1	2	3	4

Please elaborate on any of your responses above. In what ways, if any, did the reading journals impact your language learning?

ASSESSMENT PROCEDURES

1 = definitely disagree 2 = disagree 3 = agree 4 = definitely agree				
1. My instructor graded me fairly on the reading journal assignments.	1	2	3	4
2. The rubric used for assessing my journals was helpful in completing the assignment and understanding my instructor's expectations.	1	2	3	4
3. The rubric used for assessing my journals was easy to understand.	1	2	3	4
4. The feedback I received from my instructor guided my work on subsequent reading journal assignments.	1	2	3	4
5. The grades I received on my journals were better than my overall course grade.	1	2	3	4

Please elaborate on any of your responses above.

LANGUAGE LEARNING BELIEFS

27. How important are each of the following to you in a language class? Rate on the scale of 1-4, with 1 being not at all important and 4 being very important.

1 = not at all important 2 = not that important 3 = important 4 = very important				
a) Fulfilling a requirement for my major.	1	2	3	4
b) Getting a major or minor in German.	1	2	3	4
c) Learning about German culture.	1	2	3	4
d) Reading in German.	1	2	3	4
e) Speaking in German.	1	2	3	4
f) Improving my German listening ability.	1	2	3	4
g) Writing in German.	1	2	3	4

28. What is involved in learning about a foreign culture?

29. What is culture? (Check all that apply.)

☐ Facts	☐ Social behavior	☐ Perceptions / attitudes
☐ Ideas	☐ Holidays	☐ Art
☐ Stories	☐ Stereotypes	☐ Music
☐ Individuals	☐ Everyday events	☐ Dance
☐ Historical events	☐ Pop culture	☐ Other (please specify): _____

Please mark how much you agree with each of the following statements.

	1 = definitely disagree **2 = disagree** **3 = agree** **4 = definitely agree**				
30.	In order to understand a text's main message, I need to understand every word.	1	2	3	4
31.	In German class, we should only read things originally written in German-speaking countries.	1	2	3	4
32.	In German class, we should only read things written about German-speaking countries.	1	2	3	4
33.	In German class, we should get German cultural perspectives on US and/or international issues.	1	2	3	4

CONTROL GROUP ONLY [for students who read *Harry Potter*]

	1 = definitely disagree **2 = disagree** **3 = agree** **4 = definitely agree**				
1.	I liked reading something in a foreign language class that I've read in English (*Harry Potter*).	1	2	3	4
2.	In a language class, I would rather read texts that the teacher assigned to me than select my own.	1	2	3	4
3.	The topic of **sports** for Reading Journal 1 was interesting to me.	1	2	3	4
4.	The topic of **travel** for Reading Journal 2 was interesting to me.	1	2	3	4
5.	The topic of **careers** for Reading Journal 3 was interesting to me.	1	2	3	4

Please include any additional feedback on the back of this sheet. Thank you for participating in this survey!

EXPERIMENTAL GROUP ONLY [for students who selected their own texts]

	1 = definitely disagree **2 = disagree** **3 = agree** **4 = definitely agree**				
1.	I liked being able to pick what I read in a foreign language class.	1	2	3	4
2.	It was easy to find things I could read in German.	1	2	3	4
3.	Finding texts to read in German didn't take too much time.	1	2	3	4
4.	On average, it took me about the same amount of time that I spend on other assignments to find the texts I wanted to read for my journal.	1	2	3	4
5.	I would rather have the instructor select my reading for me in a foreign language class than select my own texts.	1	2	3	4
6.	In searching for texts to read, I tended to pick topics that I didn't know a lot about but was interested in.	1	2	3	4
7.	In searching for texts, I tended to pick topics that I already knew a lot about.	1	2	3	4
8.	In searching for texts, I tended to pick topics that I found while browsing the Internet.	1	2	3	4
9.	The journal topics I picked were connected with my major.	1	2	3	4
10.	The journal topics I picked were connected with my extracurricular interests.	1	2	3	4

Please include any additional feedback on the back of this sheet. Thank you for participating in this survey!

APPENDIX N: INTERRATER RELIABILITY MEETING AGENDA

What are the reading journals?

- The reading journal is an assignment in GER 507 that was designed to give beginning students guided reading practice with German-language texts. The goals of the assignment are to help learners read for global understanding of a text's main idea and also to help them use textual details in order to support claims they make about how two texts treat the same topic.
- For each assignment, students read and compared two German language texts on the same theme. Three journals were collected during the semester – one on *Reisen*, one on *Sport*, and one on *Berufe*. To write each journal, students read one excerpt from the German translation of *Harry Potter and the Sorcerer's Stone* and one thematically related text of a different genre.

How do I grade reading journals with this rubric?

- There are three rubric categories, worth up to 3 points each.
  - *Use of textual evidence*: assesses how well students used textual evidence (either direct quotations or translations) from each text to support the claim(s) they made about them.
  - *Identification of audience and their reaction*: assesses how well students were able to identify target audience and anticipate what they might think of each text.
  - *Comparison and contrasting of texts*: assesses the quality and logic of students' comparison, and how well they identify the reasons for those comparisons

How do I report my scores?

- Please enter the scores for each journal in the reading journal scores spreadsheet – be sure that the journal you're grading is in the correct category and for the correct student.
- Please return the reading journals, and spreadsheet to me as soon as possible, or by **noon on Wednesday, April 23**. If you need extra time, please let me know!
- Please do not consult with other raters about your scores. This is a very important part of making sure the rubric is a reliable instrument.

Again, thank you so much for your willingness to participate in interrater reliability testing! Please don't hesitate to contact me if you have questions or concerns!

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This dissertation was typed by the author.